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ABSTRACT

This guide attempts to describe an outcome-oriented transition model and planning process that educators, families, and community service providers have found feasible to implement; that results in relevant educational interventions for individual students; and that reflects promising practices in the field of education. The intent is to provide a "picture" of what promising practices may entail and the steps that will allow educators to replicate the "picture" in their schools. Chapter One presents the goals of transition planning, the transition model developed by Area 10 of Iowa's Department of Education, and assumptions for model implementation. Chapter Two describes the transition planning process and considerations for implementing the process at each model level. Chapter Three offers suggestions on ways to assess student preferences and to involve students in the planning process. Chapter Four provides considerations for and examples of including transition goals and objectives in the Individualized Education Program. Chapter Five discusses the area of post-school community adjustment, interagency collaboration, the provision of an array of service options, follow-along/follow-up services to graduates, and program evaluation activities. Appendices provide samples of long-term planning worksheets, information on establishing a transition advisory committee, and follow-up/follow-along tools. (39 references) (JDD)

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EARLY CHILDHOOD THROUGH POST-SCHOOL TRANSITION PLANNING:

A COMPREHENSIVE OUTCOMES-BASED MODEL FOR SPECIAL EDUCATION

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By
Lucy Choisser and Paul Kiburz

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Appreciation is also expressed to Paula Vincent, Director, Special Education Division for her support of the development of transition planning in Area 10, to the GWAEA Phase III committee members for financial support to the development of this guide, to the Iowa Department of Education, Special Education Division, for its support through development and demonstration grants and direction provided through the Iowa Transition Initiative, and the GWAEA Media Division for preparation of the guide for dissemination.

And of course, the students and families who shared their dreams of desired outcomes and were willing to plan and work with us as partners have allowed us to begin to make those dreams a reality through transition and outcome oriented educational planning.

Preface

Beginning in 1985 the Grant Wood Area Education Agency (GWAEA), a regional education agency providing services and leadership for schools in seven counties in Iowa, has focused on developing, field testing, and implementing transition planning practices in partnership with the local schools. The goal has been to improve post-school outcomes and quality of life for students who received special education services while in school.

This guide is an attempt to describe an outcome oriented transition model and planning process that educators, families and community service providers have found feasible to implement, results in relevant educational interventions for individual students, and reflects promising practices in the field of education. The intent is to provide a "picture" of what promising practices may entail and the steps that will allow educators to paint this or a similar picture in their schools. We have learned over the past seven years that the picture keeps changing as we experiment, learn, adapt, and expand; and we are continuing to focus on implementing and refining the model presented in this guide.

This guide is organized into five chapters. Chapter One presents the goals of transition planning, the Area 10 Transition Model, and assumptions for model implementation. Chapter Two describes the Area 10 Transition Planning Process and discusses considerations for implementing the process at each model level. Chapter Three offers suggestions on ways to assess student preferences and to involve students in the planning process. Chapter Four provides considerations for and examples of including transition goals and objectives in the IEP. Chapter Five discusses the area of post-school community adjustment, interagency collaboration, the provision of an array of service options, follow-along/follow-up services to graduates, and program evaluation activities.

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Chapter One

Overview of Area 10 Transition Model

During the 1980's researchers studied the post-school outcomes of students who had been in special education and found that many were unemployed or underemployed, dependent on families for income and housing, and were often socially isolated within their communities (Edgar, 1987; Halpern & Benz, 1987; Hasazi, Gordon, & Roe, 1985; Mithaug, Horiuchi, & Fanning, 1985; Schalock, Wolzen, Ross, Elliott, Werbel, & Peterson, 1986; Sitlington & Frank, 1989; Sitlington, Frank, & Cooper, 1989). Over the past seven years, as we have attempted to improve these outcomes for students, we have found that many factors contribute to the outcomes and that our efforts must be multifaceted and long-term. Therefore, we have evolved into applying a comprehensive approach to preparing students for post-school success.

Goals of Transition Planning

Our approach and transition model is driven by the following goals (adapted and expanded from Conn-Powers, Ross-Allen, & Holbum, 1990; Becker, Kiely, & Vincent, 1991; Rice & O'Brien, 1990) that apply to all levels of the model and include considerations for assessment and planning, family involvement, student involvement, student preparation, next setting involvement, and program evaluation.

Goal Area One:

Assessment and planning form the foundation for the resulting educational and service interventions developed by the team.

1. Desired long-term outcomes for the next setting (educational or post-school) are identified for each student.
2. Planning with the family begins early (incorporated into the Individualized Family Services Plan process for children who are in special education at a young age).
3. The team (team includes family and student) engages in long-term planning related to desired outcomes for the next setting.
4. Long term planning by the team is a process within the accepted IEP development and Comprehensive Educational Evaluation procedures (i.e., rather than an additional or separate process).
5. The resulting IEP goals and services are individualized; they are developed as a result of each student's assessed need versus "standard" planning that is the same for all students.
6. The planning process identifies the most appropriate program and services from a range of educational and service options.

7. The activities identified in the IEP insure the uninterrupted provision of appropriate education and services in the least restrictive school or community setting.
8. The planning process promotes collaboration among all constituents in the transition process.
9. The planning of the student's transition from each educational setting and to post-school settings occurs in a systematic, individualized, timely, and collaborative fashion.

Goal Area Two:

Family involvement brings valuable information, validity, and implementation support to the process.

1. Parental involvement in the education and planning for their child is increased to the level that the family wishes or is able to participate.
2. The transition process promotes the speedy adjustment of the family to the new educational or post-school setting.
3. Family members receive the necessary information, support and opportunities for enabling them to participate as equal partners in planning their child's transition.
4. Families often are responsible for carrying out activities in the plan (IEP).

Goal Area Three:

Student involvement increases the probability students will be invested in their educational plan and be satisfied with their quality of life.

1. The planning process increases student involvement in obtaining their education and planning for their future.
2. The assessment process enables the student to understand options available in the next setting and to indicate preferences regarding those options.
3. The team and student assess the student's willingness, ability, and skills in indicating preferences and advocating for him/herself.
4. The team and student design educational interventions that will prepare the student to be a self-advocate in current and future settings.

Goal Area Four:

Student preparation is the primary function of education and increases the probability of educational and post-school success.

1. The planning process results in a high relationship of each student's curriculum, instruction and services related to desired outcomes.

2. Preparation activities are identified in the planning process and are implemented in the educational program that promote the speedy adjustment of the student to the next educational or post-school setting.
3. Preparation activities are identified in the planning process and implemented in the educational program to enhance the student's independent and successful participation in the next educational or post-school setting.
4. Preparation activities are identified in the planning process and implemented in the educational program that increase the likelihood that the student is placed and maintained in the least restrictive educational and community settings.

Goal Area Five:

Next educational or post-school setting involvement allows the student and family to make the transition with maximum benefit and minimal discomfort/disruption.

1. Staff from the identified next setting share information with the student's team members regarding skills for success and participation in that setting.
2. Staff from the identified next setting receive information about the entering student and services that need to be continued or developed.
3. Staff from the identified next setting prepare to successfully accommodate the student.
4. Staff from the identified next setting are interested in and open to including the family in transition activities, particularly during the early phases of the process.
5. Staff from the identified next setting identify a team and case facilitator that will be that student's team in the new setting.
6. An interagency collaborative body exists to develop an array of community service options, support transition planning efforts, and facilitate smooth transitions from one setting to another.

Goal Area Six:

Program evaluation allows transition planning participants to assess and adjust the process to meet the Area 10 transition planning goals.

1. The satisfaction of all constituents is increased with the outcomes of the transition process and the transition process itself, including their participation.

Overview of the Area 10 Transition Model

This model is based on earlier transition models (Halpern, 1985; Will, 1984) that provided a foundation for transition planning and services that encompassed the period from high school to initial community adjustment.

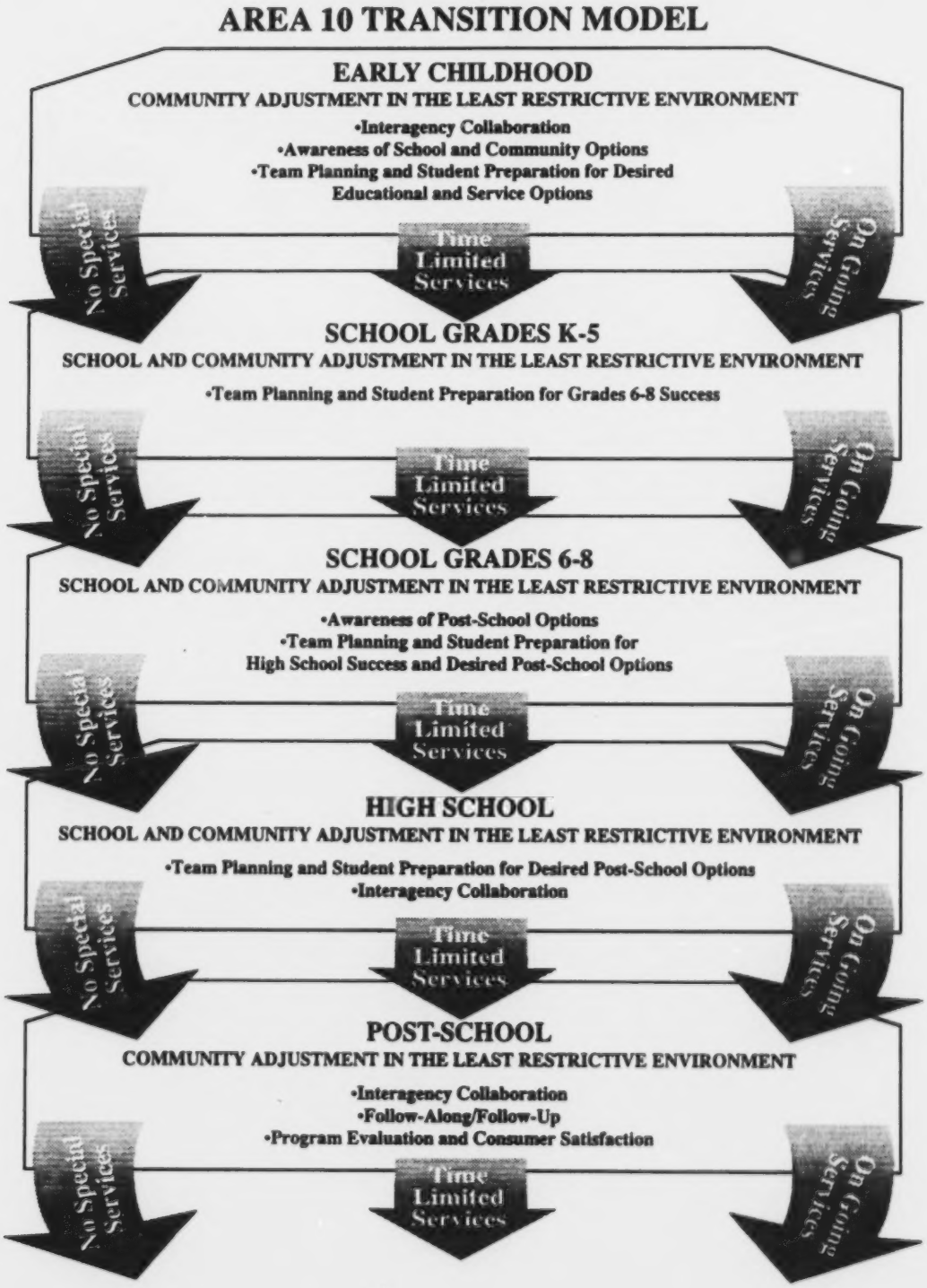
The following Area 10 Transition Model expands and adapts the Will (1984) and Halpern (1985) models and operationalizes the preceding Transition Goals. The Area 10 Transition Model *(next page)* specifies that education is preparatory, outcome-based, longitudinal, and student centered. It assumes the process involves a team that actively includes the family, student and their preferences for desired long-term outcomes. It facilitates the implementation of transition planning and increases the likelihood desired outcomes will be obtained by including transition planning in the IEP assessment and planning process and including transition planning and related curriculum and service goals and objectives in the IEP. These assumptions are discussed in more detail at the end of this chapter.

The Area 10 Transition Model is organized by levels of schooling (e.g., early childhood, high school). It specifies the focus of adjustment for each level (i.e., school, community, and post-school) and the next environment(s) to consider in preparation and planning The model maintains the three classes of services that may be needed for successful movement from one level to the next (Halpern, 1985; Will, 1984).

1. **No special services** are arranged for students who are expected to transition to the next level with the typical activities available to all students or young adults (e.g., next school setting class orientations, guidance counseling, teacher conferencing, Job Service, etc.).
2. **Time-limited services** are temporary services that are arranged for a student and/or his family to assist them through the transition or provide initial support in the next setting to increase the chances of success in that environment (e.g., generalization of skills in the next setting by the present teacher, additional initial teacher or paraprofessional support in the new classroom, initial training in using public transportation to an employment site, job training program, etc.). Time-limited services are not expected to extend past a defined time when the adjustment would be expected to be accomplished and the student would then require no special services outside those typically provided for individuals in the same type of program or setting.
3. **Ongoing services** are those provided to students and adults who are expected to need continued special services or support to participate in the desired environment's activities (e.g.,varying degrees of supported education, supported employment, and supported living).

At each level the educational team, family, student, and any involved community members/agencies are attending to (a) the specified desired success and adjustment in the current setting; (b) the planning for and the preparation of the student for the identified, desired next setting; and (c) arranging for and providing the necessary services and support to allow for student success in the identified next setting.

Figure 1.1


AREA 10 TRANSITION MODEL
EARLY CHILDHOOD
COMMUNITY ADJUSTMENT IN THE LEAST RESTRICTIVE ENVIRONMENT
•Interagency Collaboration
•Awareness of School and Community Options
•Team Planning and Student Preparation for Desired Educational and Service Options
No Special Services
Time Limited Services
On Going Services
SCHOOL GRADES K-5
SCHOOL AND COMMUNITY ADJUSTMENT IN THE LEAST RESTRICTIVE ENVIRONMENT
•Team Planning and Student Preparation for Grades 6-8 Success
No Special Services
Time Limited Services
On Going Services
SCHOOL GRADES 6-8
SCHOOL AND COMMUNITY ADJUSTMENT IN THE LEAST RESTRICTIVE ENVIRONMENT
•Awareness of Post-School Options
•Team Planning and Student Preparation for High School Success and Desired Post-School Options
No Special Services
Time Limited Services
On Going Services
HIGH SCHOOL
SCHOOL AND COMMUNITY ADJUSTMENT IN THE LEAST RESTRICTIVE ENVIRONMENT
•Team Planning and Student Preparation for Desired Post-School Options
•Interagency Collaboration
No Special Services
Time Limited Services
On Going Services
POST-SCHOOL
COMMUNITY ADJUSTMENT IN THE LEAST RESTRICTIVE ENVIRONMENT
•Interagency Collaboration
•Follow-Along/Follow-Up
•Program Evaluation and Consumer Satisfaction
No Special Services
Time Limited Services
On Going Services

Assumptions for Model Implementation

Model implementation assumes the following practices and processes are being addressed in conjunction with the transition planning process.

Implementation Assumption One: School improvement.

Quality transition planning and services have minimal impact on student outcomes if the educational program is unable to be responsive to individual need and provide educational experiences that prepare students for success in the desired next school or post-school setting.

Implementation of the Area 10 Transition Planning Model assumes schools are involved in school improvement activities to address school outcomes that reflect promising practices for education of students who are experiencing difficulty obtaining an education (Grant Wood Area Education Agency, 1991). Currently, Grant Wood Area Education Agency (GWAEA) is collaborating with local education agencies to address the following school improvement outcomes (Choisser, 1991):

1. The district has Board of Education approved philosophy and early childhood through grade 12 curriculum frameworks for each regular education content area and special education program model.
2. A variety of types and levels of intervention problem solving and planning are available to address learning problems within regular and special education.
3. A variety of instructional and support service interventions are used in regular and special education to address learning problems.
4. Student progress is reviewed frequently enough to identify learning problems early and strategies are revised based on student performance.
5. Families are included in:
   a. The educational problem solving, decision-making, and planning process.
   b. Advisory, decision-making, and advocacy activities of the school.
6. Long-term outcomes are identified for each child and plans are created that:
   a. Specify instruction and services to assist the student and family in meeting those outcomes.
   b. Make the transition from one environment to another with maximum benefit and minimal disruption.
   c. Are included in the Individualized Education Program for each child in special education.
7. Students are educated in the local school which is closest to the student's home and is age appropriate.
8. Students have access to the personnel, programs, and services that will best meet their academic, social, or behavioral needs:
   a. Students who are experiencing difficulty have access to special education support and teaching staff and programs.
   b. Students in special education who may benefit for academic, social, or behavioral reasons have access to regular education support and teaching staff and programs.

9. Paperwork is kept at the minimal level required to keep those involved informed, to record program and service plans, to ensure procedural safeguards, and to document student progress and outcomes.
10. A staff development program exists to assist all staff to meet building plan activities and to better serve students experiencing difficulty learning.

Implementation Assumption Two:

An array of options and outcomes for team consideration.

Parents and their child are often unaware of the educational or post-school options that may be available. They rely heavily on school personnel for information and recommendations. In fact special educators, in an attempt to comprehensively meet student and family needs, have often given families the impression that "the school knows best" and families need not worry about making these decisions or seeking appropriate alternatives. In addition, teachers and team members are very knowledgeable about programs and services in their particular school but are frequently unaware of the demands or options available once the student leaves their school.

The transition planning process cannot be initiated without knowledge of future options and possible outcomes. GWAEA provides Long-Term Planning Worksheets that display an array of school, community, and post-school options for the team, parents and student to use as a basis for discussion during the IEP and CEE meeting. (See Chapter Two and Appendix A for sample worksheets). All parties (i.e., parent, student, school team members) have an opportunity to review the worksheets before the meeting in order to be prepared to enter the discussion. Printed materials are available for the school team and family members to use in identifying desired options in their community (Area 10 Transition Advisory Committee, 1987; Grant Wood Area Education Agency, 1990; Kos & Koellner, 1991; and directories disseminated by county governments).

Implementation Assumption Three:

Collaborative teams to assess desired long-term outcomes and design educational programming and services.

A primary function of the team is to assess the desired long-term outcomes for the student and to develop an educational plan (IEP) that will specify intervention(s) to prepare the student to succeed in achieving those outcomes. In simpler terms, the team needs to assess the student and family's dream (for that child) and what we need to do, collectively, to make the dream a reality. The dream becomes the foundation of the IEP and much of the educational activity in which the student engages.

Clearly, dreams are personal, specific to individuals, and typically change over time based on experience, student and family characteristics, service and educational options available, and other factors. The student may have dreams that differ with those of the parents; in fact, the parents may not agree on what the dream (desired outcomes) should be for their child. In addition, the family and student are asked to share their dream of desired outcomes with the educational team; members of the educational team may have differing opinions on what a student may be able to achieve and what outcomes are appropriate for that child. Teams must also consider that parents may not be accustomed to being active participants in the IEP development process or to having the trust to

share their dreams (desired outcomes) for their child. Nor are we, as educators, particularly skilled at truly including parents or respecting their knowledge in the team process. And few of us have as adults, parents and educators alike, learned collaborative group skills that would aid us through such a process.

Varying perceptions of the dream and team collaboration skills can be barriers to defining desired long-term outcomes. Yet without a shared vision and direction regarding what is important for the child, the school and family may expend great effort and scarce resources implementing curriculum and services that are not coordinated or focused to lead to relevant outcomes for the student. Therefore, one requirement of a sound transition planning process is to establish a format and climate for discussion of possible options and outcomes. A collaborative process will allow the team to arrive at consensus on outcomes that all members of the team can support and collectively work toward achieving for a specified period of time.

Many educational teams are receiving training to function collaboratively and cooperatively. Teams who are experiencing difficulty in establishing a collaborative climate may wish to seek additional information, assistance, or training.

Implementation Assumption Four:

Transition planning included in the Individualized Education Plan (IEP) for each student in special education.

Educational planning and IEP development can be a lengthy and time consuming process. Transition planning is not designed as an additional or separate activity, but an outcome-oriented educational planning process incorporated into established special education procedures. The Area 10 Transition Planning Process incorporates the initial transition assessment, planning, and review into the Comprehensive Educational Evaluation (CEE), Three Year Reevaluation, and annual IEP review. (See Chapter Two, The Area 10 Transition Planning Process).

Implementation Assumption Five:

Participation and programming in the least restrictive environment.

The display of options and outcomes for school, community, and post-school settings represent varying levels of restrictiveness for consideration by the team. However, follow-up studies of graduates primarily measure the graduate's success in community environments where the student is expected to participate and perform with non-disabled community members (e.g., in the work place, neighborhoods, and at social events and leisure activities). Students who have participated with non-disabled peers in school and community settings during their schooling will have opportunities to gain many of the skills needed for post-school success.

Teams that strive to design quality educational programming and services in the least restrictive environment(s) for each student, based on individual need and desired outcomes, will increase student success in post-school environments where social skills and adaptation become critical for survival and acceptance.

Implementation Assumption Six:

Interagency collaboration.

An interagency collaborative body exists to develop an array of community service options, support transition planning efforts, and facilitate smooth transitions from one setting to another.

Overview of the Guide

The remainder of the guide describes the major activities and organizational practices that support the implementation of the model. Chapter Two describes the transition planning process and addresses the process as it applies to each model level. Chapter Three offers suggestions on ways to assess student preferences and to involve students in the planning process. Chapter Four provides considerations for and examples of including transition goals and objectives in the IEP. Chapter Five discusses the area of post-school community adjustment, interagency collaboration, the provision of an array of service options, follow-along/follow-up services to graduates, and program evaluation activities.

Chapter Two

The Area 10 Transition Planning Process

Chapter One outlined the Area 10 transition goals, model, and assumptions for implementation. Chapter Two is designed to be procedural for use by educators to assess the desired long-term outcomes for the student and to develop an educational plan (IEP) that will specify intervention(s) to prepare the student to achieve those outcomes. Use of procedures in this chapter assume educators have reviewed and have an understanding of the model and assumptions presented in Chapter One. The planning process relevant to all levels of schooling (i.e., early childhood through high school) is presented, followed by a description of how the process is implemented in Area 10. Considerations for specific model levels are described in the remainder of the chapter under schooling level headings.

Transition Planning Process Relevant to All Model Levels

The transition planning process implemented by team members at all schooling levels is described, followed by a description of how the process is implemented within the CEE and IEP process in Area 10.

- Assess student preferences for desired outcomes.
- Determine team preferences for desired outcomes.
- Develop draft IEP goals in relation to desired outcomes and present level.
- Determine other (draft) recommended interventions or services in relation to present level and desired outcomes.
- Send parents Long-Term Planning Worksheet to assess parent preferences for desired outcomes.
- Meet to discuss and reach consensus on preferences for desired outcomes from long-term planning worksheets and on recommendations for programming in relation to diagnostic impressions and desired outcomes.
- Determine if the desired outcomes will be incorporated into the IEP, the Transition Planning Goal area of the IEP, or into a modification to regular education. Translate and incorporate the desired outcomes into the IEP, the Transition Planning Goal area of the IEP, or into a modification to regular education.
- Review regularly and at least annually the IEP (including the Transition Planning Goals and Objectives); revise the IEP (including the Transition Planning Goals and Objectives) based on student progress toward goals and objectives.
- Repeat the transition planning process every three years during the Comprehensive Educational Evaluation.

Transition planning procedures

as implemented within the CEE and IEP process in Area 10.

Transition planning in Area 10 is typically initiated with a student and his/her family during the Three Year Reevaluation when a Comprehensive Educational Evaluation takes place. The process may be initiated at other times, but this time line ensures that transition needs are assessed comprehensively at least every three years and that the transition needs are considered in the context of the total educational plans for a given student. Therefore, the following steps include procedures for completing the CEE as well; see the Special Education Delivery System Procedures Manual (Becker, Kiely, & Vincent, 1991) for details on those procedures. Activities that pertain specifically to transition planning are denoted in bold print. The steps are organized under the activities of CEE information collection, IEP conference, IEP development, and IEP review.

A. CEE Information Collection

The team meets early in the fall for a brief discussion of each child who has a three year re-evaluation that school year to:

1. Designate team members to gather information for the required areas of the CEE, additional areas as specified in the Comprehensive Educational Evaluation manual (McCullough, Sandberg, & Zehrbach, 1990) for the student's special education disability entitlement category, and any additional information that would improve the ability of the team to make decisions or improve the student's program.
2. Designate a team member(s) responsible for assessing the student's preferences for desired outcomes.
3. Team members collect information and record on CEE form 1 (Figure 2.1) or in reports by a date established by the team.
4. **The team member assesses student preferences for desired outcomes.** A Long-Term Planning Worksheet is available to use as a basis for such exploration with the student.

There is one worksheet that is used for students in early childhood through grade five (McCue, Benson, Bigley, Choisser, Garber, Hinrichs, Pettitt, Schneiders, & Thuma-Rew, 1991). For grades six through post-school there are worksheets that pertain to certain programming types, based on information gained from follow-up studies of students who have graduated from special education (Choisser, Van Oort, Mraz, Gingerich, Ahrens, Cowley, Deets, Leme, Mundy, Paulson, Pettitt, & Shultz, 1989). The content on the worksheets attempts to be sensitive to those participating in the process. For example, parents of students with severe disabilities have said that they do not want four year college listed on their worksheet; it is painful and not realistic as an outcome. Conversely, parents of students with a mild learning disability have found it difficult to relate to a worksheet that mentions supported employment or living in a group home. In order to be sensitive to those participating in the process and represent useful planning outcomes there are worksheets from which teams may choose. (See Appendix A for examples of these worksheets).

Methods for assessing student preferences will vary with each student based on each student's level of functioning, characteristics, age, response modes, etc. The selection of the team member(s) and the assessment methods will need to be chosen with these student factors in mind. (See Chapter Three for some examples and suggestions for assessing student preferences).

Figure 2.1

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Comprehensive Educational Evaluation

Required Components **School Year 19 ___ - ___**

☐ INITIAL PLACEMENT ☐ THREE YEAR RE-EVALUATION ☐ OTHER _____

STUDENT _____ BIRTHDATE _____ GRADE _____
(Please Print) (Last) (First) (MI) (Mo Day Yr)

Case Facilitator / Position _____ Date: _____

Record Source / Date of Information for the following areas. Person completing section should provide his/her name.

Educational History:

Health / Developmental Information: (Additional pages attached: ☐ Yes ☐ No)

Hearing Status:

Vision Status:

Current Academic Status:

Behavioral Observation:

Additional Comments:

Results of the Comprehensive Educational Evaluation were reviewed with Parents/Guardians by: _____

on: _____ via: ☐ Conference ☐ Telephone.
(Mo Day Yr)

White - GWAEA Central File
Yellow - Local School District
Pink - Parent 8/91

CEE-6
CEE page 1

5. The case facilitator reviews and synthesizes the information before the next scheduled team meeting and is prepared to summarize the information for the team discussion.
6. The team meets again to:
   a. Review CEE synthesized information and verify student present level.
   b. **Determine team preferences for desired outcomes** (using the Long-Term Planning Worksheet).
   c. **Develop draft IEP goals in relation to desired outcomes and present level.**
   d. **Determine other (draft) recommended interventions or services in relation to present level and desired outcomes.**

B. IEP Conference

1. Case facilitator or teacher sends parents:
   a. form to request a parent conference.
   b. **Long-Term Planning Worksheet** (may require a contact to explain if this is the parent's first experience with this process).
   c. Draft IEP goals or summary of proposed intervention plan.
2. **Team, parents and student meet to:**
   a. Review and discuss CEE information (page 1 and top of page 2).
   b. **Discuss and reach consensus on preferences for desired outcomes from long-term planning worksheet.**
   List the desired outcomes from the long-term planning worksheet in Desired Outcomes section of page 2 of CEE (Figure 2.2).
   c. **Discuss and reach consensus on recommendations for programming in relation to diagnostic impressions and desired outcomes.** List the recommendations for programming and services in Team Recommendations section of page 2 of CEE (Figure 2.2).
   d. Discuss and reach consensus on IEP goals and services and complete IEP cover pages.

C. IEP Development

1. **Teacher and involved team members determine if the desired outcomes will be incorporated into the IEP, the Transition Planning Goal area of the IEP, or into a modification to regular education.** Denote determination in the left column of page 2 of the CEE (Figure 2.2).
2. Teacher and involved team members complete the IEP, **translating and incorporating the desired outcomes into the IEP, the Transition Planning Goal area of the IEP, or into a modification to regular education as designated on page 2 of the CEE** (step C.1). These are all recorded within the IEP document.

   Determination of desired outcomes came through a process that considered preferences for long-term outcomes. It is feasible that some of the desired outcomes would be expected to be addressed over a longer period of time than the one year

Figure 2.2

GRANT WOOD AEA
Special Education Division
4401 Sixth Street SW
Cedar Rapids, IA 52404-4499
1-319-399-6700
1-800-332-8488

Comprehensive Educational Evaluation

Team Summary & Conclusions

School Year 19 ____ – ____

STUDENT _____ BIRTHDATE _____ GRADE _____
(Please Print) (Last) (First) (MI) (Mo Day Yr)

Case Facilitator / Position _____ Date: _____

Diagnostic Impressions:

Desired Outcomes: List annual/long-term outcomes. Incorporate into **IEP** (I), **Transition** (T), and/or **Modification to Regular Ed.** (M)

Code: I, T, M

Team Recommendations:

Options Considered /Reasons Rejected: (document at IEP conference)

White - GWAEA Central File
Yellow - Local School District
Pink - Parent 8/91

CEE-b Team Summary & Conclusions

CEE page 2

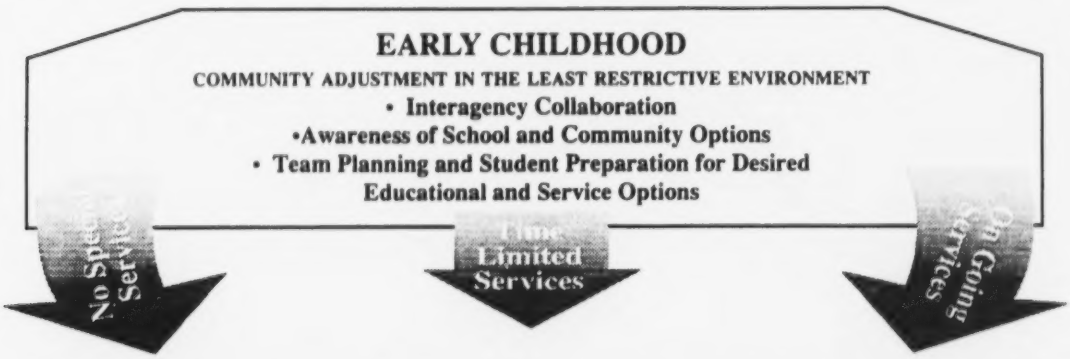
duration of the typical IEP. In fact the team may wish to target intervention for some outcomes in a year or two. Therefore, **the team may choose to extend the Projected Duration of the Transition Goals and Objectives page to cover three years**. If written for a duration longer than one year (but not to extend longer than three years), **the team would review and revise the transition goals and objectives at least annually.** The transition planning goals and objectives pages would be included with each future IEP until the specified duration expired or the team wished to begin a new transition planning goal page.

3. Case facilitator or teacher mails a copy of CEE and IEP to the parents; reviews with the student.

D. IEP Review

1. **The team reviews regularly and at least annually the IEP (including the Transition Planning Goals and Objectives); the IEP (including the Transition Planning Goals and Objectives) is revised based on student progress toward goals and objectives.**
2. **The transition process is repeated again in three years at the next scheduled Comprehensive Educational Evaluation.**

The transition planning process and procedures are implemented across all levels of schooling represented in the Area 10 Transition Model. The remainder of this chapter discusses considerations specific to implementation at each of these school levels.


EARLY CHILDHOOD
COMMUNITY ADJUSTMENT IN THE LEAST RESTRICTIVE ENVIRONMENT
• Interagency Collaboration
•Awareness of School and Community Options
• Team Planning and Student Preparation for Desired
Educational and Service Options
Limited
Services

This section of Chapter Two addresses considerations specific to the Early Childhood level of the model. Considerations are addressed in terms of the level's focus and supporting activities as depicted in the model (Figure 1.1).

Community Adjustment in the Least Restrictive Environment

The initial focus at this level is to assist the family in adjusting to living as a family with a child with a disability, to community service systems, and to the accompanying transitions. The younger child is not typically involved in a center-based program and the family may be attempting to coordinate medical, therapeutic, developmental, or child care services and maintain the family structure. The early childhood years are the first and possibly most difficult transitional periods for a family. The stresses experienced during this time are intensified "when every individual in the family is affected by the need to devote time to locate and arrange for services, by changes in routines and daily schedules, and by the alteration in family interactions that accompanies change in services provided to any one family member" (Rice & O'Brien, 1990). The types of services available and the manner in which service providers interact with the family are critical factors in the adjustment of the family and the resulting services provided their child. At the early childhood level educational and community service providers focus on these family issues as well as the specific needs of the child.

Interagency Collaboration

The community provides many services for young children with disabilities and their families. However, an array of services in a geographic area may not be available, services may be duplicative, information about available services may not be shared so providers can refer to the most appropriate service, and the services and eligibility criteria may be difficult for families to understand or access.

An interagency committee that collaborates to address these issues is recommended. The committee performs functions and key activities similar to the Area 10 Transition Advisory Committee (see Chapter Five). Membership includes providers that are involved with and have the most potential to impact early childhood services and their interactions with families. Area 10 recommends forming an Early Childhood Transition Advisory Committee with the following representatives:

- Nurse from public health, visiting nurses
- Physician who is a parent of a child with a disability

- Community mental health
- GWAEA Early Childhood Team member(s)
- Department of Human Services, policy level
- Department of Human Services, unit supervisor, services to families
- Day care licensing consultants
- Parents
- HACAP
- Community service providers
- Kindergarten teacher
- First grade teacher
- Public school administrator
- Parent Educator Partnership, representative

The initial focus of the committee is to share information about the array of service options, eligibility criteria, avenues for interagency collaboration, and the identification of any service gaps that need to be addressed. This information is shared routinely with the service provider agency personnel who interact with families.

Awareness of School and Community Options

The Early Childhood Transition Advisory Committee provides information to the network of community service providers about the array of school and community options available. The Committee also continues to develop and monitor the effectiveness of avenues to share the information with families. Area 10 has developed a Long-Term Planning Worksheet (Figure 2.3) (McCue et al., 1991) to be used as a basis to share with families information about the array of educational and program options available. The worksheet is an avenue to assess need and desired outcomes; options to meet those needs and desired outcomes are then discussed. The educational and community service providers need the knowledge of the array of service options in order to translate desired outcomes into practice (Kilgo, Richard, & Noonan, 1989). Kos and Koellner (1991) provide a reference notebook, a selection of functional resources and materials to assist in planning integrated and inclusive programs, that early childhood personnel and families may use in this process.

Team Planning and Student Preparation for Desired Educational and Service Options

Grant Wood Early Childhood team members assess family information and assistance needs and explore desired educational, community, and transportation options with the Long-Term Planning Worksheet (Figure 2.3). An Individualized Family Service Plan or IEP is developed from this process. (Chapter Four provides an example of an IEP developed from this process for a child at the early childhood level). Early childhood team members have developed and are field-testing the following process (Garber & Bigley, 1991) for early childhood transition planning in Area 10. The process incorporates the initial transition assessment, planning, and review into the Comprehensive Educational Evaluation (CEE), Three Year Reevaluation and Annual IEP Review. When developing the initial IEP the importance of the annual review and the three year re-evaluation will be discussed in terms of developing more long-range desired outcomes for the child/family.

Figure 2.3 (1 of 2)

Child's Name: _____ Date: _____

LONG-TERM PLANNING WORKSHEET
for Desired Outcomes

Members of the educational team (parents and any involved school, AEA, and community agency personnel) will be meeting to develop goals and services that are important to be included in _____'s educational program over the next few years. Please identify areas listed below that you think are important options or skills for _____. At the IEP conference we will discuss these areas, jointly identify desired program options and skills, and develop the IEP to support our decisions regarding _____'s educational program.

Please review before the IEP meeting in order to be prepared to enter into this discussion.

Program Options

Ages 0-6

Community Education and Care
- In Home Child Care
- Day Care Center
- Pre-School
- Head Start
- At Risk Program

Early Childhood Special Education
- Parent Child Groups
- At Home Program
- Special Education Classroom

Support Services
- AEA
- Private

Other: _____
_____

Ages 6-10

Regular Education
- Reading
- Language Arts
- Mathematics
- Social Studies
- Science
- Physical Education
- Art
- Music
- Before/After School Program
- At Risk Program

Special Education

Private School

Support Services
- AEA
- Private

Notes regarding discussion or consensus: _____

_____

_____

_____

Intervention or services (time-limited or ongoing) needed for successful transition to the next program or educational setting(s): _____

_____

_____

_____

Figure 2.3 (2 of 2)

Community Options
Participates in:
- Play with neighborhood friends
- Religious services/programs
- Camp
- Sports (swimming, soccer, gymnastics, etc.)
- Lessons (music, dance, art, etc.)
- Library
- Clubs (scouting, etc.)
- Family outings (eating out, shopping, parks, etc.)
- Family events (visiting friends and relatives, family occasions)
- Care for a pet
- Pursue a hobby
- Play board games
- Motor activity (shoot baskets, jump rope, ride bike, etc.)

Transportation Options
- Car
- Walk
- Bike
- School bus or van
- Community transportation system

Skills for Success for Desired Program and Community Options
- Use self care skills (dressing, eating, toileting)
- Use school success skills (lunch, playground, building orientation)
- Use classroom success skills (follow directions, participate in groups, work alone)
- Problem solve (consider alternative solutions)
- Be responsible for personal belongings
- Initiate activities, routines
- Adjust to changes (routines, activities, people)
- Relate needs
- Make choices
- Get along with children
- Play alone and with others
- Travel to identified school and community locations
- Other: _____

Notes regarding discussion or consensus about community and transportation options: _____

_____

_____

_____

Notes regarding discussion or consensus about skills for success: _____

_____

_____

_____

Parent Options for Information or Assistance

- Understanding assessment, eligibility for special education services, labels
- Understanding legal rights
- Stating child's strengths and needs
- Stating goals for my child
- Finding out about program options
- Talking to experienced parents about program options
- Visiting program options
- Preparing my child for new programs
- Communicating positively with new adults who will be involved with my child
- Arranging for non-classroom community activities
- Arranging for child care
- Arranging transportation
- Finding out about costs of programs and sources of financial assistance
- Obtaining or coordinating needed services for my child or our family

Notes regarding discussion or consensus: _____

_____

_____

_____

Worksheet for Early Childhood and Grades K-5

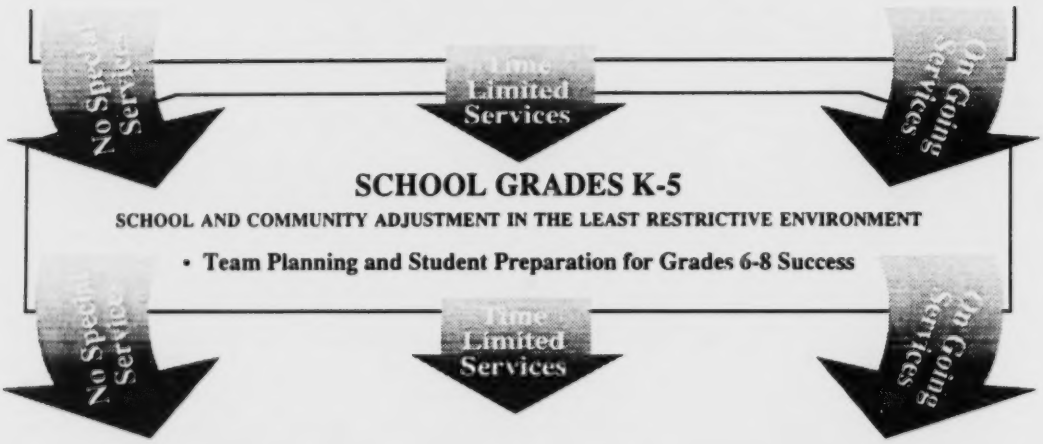
27

Children in the field test (Garber & Bigley, 1991) include (a) children who have three year re-evaluations due during the coming school year and (b) children whose annual review requires special transition considerations because they will be turning three years old during the coming year. The early childhood team designates one team member to function as the Transition Facilitator for each child. The Transition Facilitator for each child follows this transition planning process:

1. Review with the parents areas of progress, strengths, and areas of concern for the child/family. Prior to the first annual review, the Long-Term Planning Worksheet is shared with the family as an aid that will be used in discussing future desired outcomes.
2. Discuss with the parents their hopes and desired outcomes for the child/family for the next (future) setting and/or across the next three years. The Long-Term Planning Worksheet is used during this and subsequent steps to aid in considering and determining desired outcomes.
3. Explore possible options for settings, experiences, and sources of support for furthering the child's social and educational development. This includes sharing information gained from steps 1 and 2 and exploring possible options with other involved team members as well as input from other agencies and private care providers as appropriate.
4. Discuss options under consideration with parents using identified desired outcomes as a focus. With these options in mind, skill areas necessary to achieve the outcomes can be addressed and specified in the goals/objectives section of the IEP. For example, Rule, Fiechtl, and Innocenti (1990) describe a curriculum that was developed and used to teach students with disabilities survival skills necessary to learn in kindergarten or first grade. Most children mastered the skills and used them in their subsequent placements. Such preparation of the student for success in the identified next setting is attended to within the planning and IEP development process. (See the Early Childhood IEP example in Chapter Four regarding how one team identified and addressed these preparatory skills).
5. Meet with potential receiving teacher(s)/program personnel to discuss the child's strengths, needs, and desired outcomes.
6. Arrange visitation, if appropriate, to program(s) considered.
7. Arrange conference with parent(s), case facilitator, and receiving teacher. Representatives from other involved agencies and educational disciplines should be involved when possible and appropriate.
8. Document continuing transition activities in the new IEP. These activities should include appropriate follow-up by the case facilitator as well as periodic review by the receiving teacher or program personnel and parents to prepare for the next transition period.

Children entering programming for the first time will necessarily accomplish this transition in a variety of ways depending upon individual and family strengths, weaknesses, and experience backgrounds. This initial transition into programming may be smooth and of brief duration or more difficult and lengthier. As part of this process it is important to begin working with parents at the earliest opportunity to include them in the next transition and enable them to begin planning for future transition stages.

Each year information concerning apparent strengths and weaknesses of this field tested transition process will be shared with the GWAEA Early Childhood staff and the members of the Early Childhood Transition Advisory Committee. Input will be solicited from these groups concerning possible revision of the transition planning process and applications for Early Childhood Programs as a whole.


No Specific Services
Time Limited Services
On Going Services
SCHOOL GRADES K-5
SCHOOL AND COMMUNITY ADJUSTMENT IN THE LEAST RESTRICTIVE ENVIRONMENT
• Team Planning and Student Preparation for Grades 6-8 Success
No Specific Services
Time Limited Services
On Going Services

This section of Chapter Two addresses considerations specific to the School Grades K-5 level of the model. Considerations are addressed in terms of the level's focus and supporting activities as depicted in the model (Figure 1.1).

School and Community Adjustment in the Least Restrictive Environment

At this level students have entered the public school system and are attending a center-based program. Most students with disabilities in the elementary school have a need for curricular emphasis on basic skills instruction in reading, writing, mathematics, and social skills that can often be met within regular class programs with appropriate modifications (Polloway & Patton, 1991).

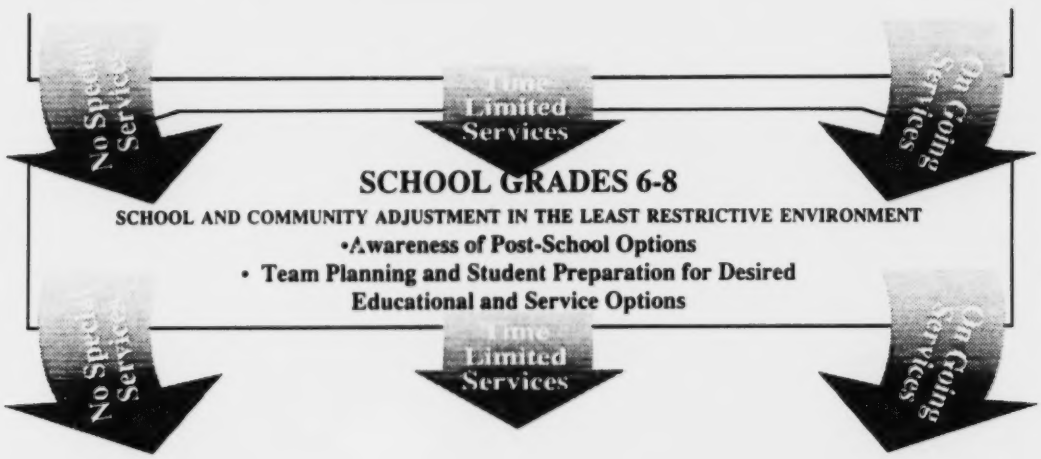
Therefore, the focus during the K-5 years is on educating the student in the least restrictive environment. In Area 10 increasing numbers of parents of younger children are requesting consideration of regular class placement or involvement during the elementary years. Parents are feeling that lasting friendships are formed in the elementary years based on student class placement. Because the curriculum is similar for elementary students in regular and special education, the regular education environment seems to be the preferred setting for academic and social development of the child. Adjustment to the demands of participating in the school experience and learning basic skills become the focus of intervention and planning activities at this level.

Team Planning and Student Preparation for Grades 6-8 Success

The team follows the transition planning process as described in the beginning of this chapter. The team considers the items on the Early Childhood–Grade 5 Long-Term Planning Worksheet for discussion of desired outcomes and the skills the student will need to participate in those desired outcomes. The team considers the program options on page one for ages 6-10, determining the regular education, special education, and other school programs and support services desired for the student for the next two or three years. Any time-limited or ongoing services needed for successful transition to the next program or educational setting are identified. An analysis of the setting demands of the regular class environment is useful in determining student skills needed for participation or for accommodation of the student in the regular classroom. The Activity Compatibility Planning Sheet (Fox, Williams, Monley, McDermott, & Fox, 1989) and the Regular Class Inventory-Elementary (York, J. & Vandercook, T., 1989) are examples of tools that are useful in analyzing the regular classroom demands. The next program or setting may be, for example, going from a special education class into regular education reading and language arts, moving from one teacher to another, moving to the middle school, or for terminating special education services. The team considers community and transportation options as well.

The team then reviews the "Skills for Success for Desired Program and Community Options" in relation to the student's current demonstrated performance and targets for intervention or support areas thought to create barriers for the student to be successful in the identified, desired school and community settings. Parents are also asked if there are any items on the list of "Parent Options for Information or Assistance" that should be discussed, addressed, or arranged. Often, through the discussion of the program and community options and supporting skills, information or assistance desired by the parents is identified as a natural part of the process. The list on the form is one avenue to address the topic with parents and is approached differently with each family.

As the students near movement to the middle school, the family and school team begin to plan and prepare the child for that transition. The middle school and a middle school building administration present a different structure, a larger population of students, a shifting focus to subject content, different supports or support structures, different teachers, perhaps a different philosophy, and other variables that may differ from the elementary school to which the student has adjusted. The team needs to assess the students skills, performance, and desired outcomes against these variables and begin preparing the student for success at the middle school. Some teams may wish to refer to the Long-Term Planning Worksheet designed for students Grades 6-12 when considering the middle school environment.


No Specific Services
Time Limited Services
On Going Services
SCHOOL GRADES 6-8
SCHOOL AND COMMUNITY ADJUSTMENT IN THE LEAST RESTRICTIVE ENVIRONMENT
•Awareness of Post-School Options
• Team Planning and Student Preparation for Desired Educational and Service Options
No Specific Services
Time Limited Services
On Going Services

This section of Chapter Two addresses considerations specific to the School Grades 6-8 level of the model. Considerations are addressed in terms of the level's focus and supporting activities as depicted in the model (Figure 1.1).

School and Community Adjustment in the Least Restrictive Environment

Initial activities and focus at this level are on the adjustment of the student to the middle school setting and the desired program and community options that were identified for the student pre-transition. The student's success and any time-limited services to support that success are reviewed regularly during the student's first year at the middle school. If the student is experiencing difficulty meeting his/her desired outcomes, revisions in strategies, plans, and supports are made to increase the probability of success. An analysis of the setting demands of the regular class environment is useful in determining student skills needed for participation or for accommodation of the student in the regular classroom. The Activity Compatibility Planning Sheet (Fox et al., 1989) and the Regular Class Inventory-Secondary (York, J. & Vandercook, T., 1989) are examples of tools that are useful in analyzing the regular classroom demands. During the middle school years the student will be challenged by increased academic demands. At the middle school level

> Continuing basic skills remediation should be based on demonstrated efficacy in terms of student improvement, qualified by the assurance that it is provided in the form of intensive instruction. But exclusive reliance on an academic remedial approach should be modified to make the curriculum more comprehensive. Career education should be an important focus of curricular efforts, with particular attention to moving from the career awareness phase into exploration of alternative careers. Incorporation of a learning strategies approach should be entertained particularly to the extent that it may translate directly to success in the regular class curriculum. Because this population frequently is difficult to motivate, strategy instruction may have to be accompanied by motivational remediation with linkages between strategies learned and long-term benefits demonstrated. Cooperative teaching arrangements are particularly apt as a way to promote integration, to insure delivery of academic con-

tent, to provide a vehicle for reinforcing learning strategies in the classroom, and to offer a window of opportunity for infusing the curriculum with a life skills orientation, thus making these subjects career relevant (Patton & Polloway, 1991, p. 25).

Awareness of Post-School Options

A student's potential for attending and being successful in postsecondary academic settings begins to be apparent at the middle school level. The student, school team, and family will begin to have a sense if the educational program should be preparatory for college or for community participation. Patton and Polloway (1991) offer guidelines for determining the direction programming can take for students at this level and the degree of regular education versus alternative programs (i.e., special education, at risk, vocational experiences, etc.) that will prepare students for success in environments other than that of higher education. Although we, as educators, wish we could teach the regular education curriculum and community preparatory skills to all students, there is not enough instructional time during the day or during the years of schooling to meet all these needs. The concept of prioritizing goals and resulting educational activities that is applied to determining programming plans for students with severe disabilities (Ford, Davern, Meyer, Schnorr, Black, & Dempsey, 1989) may be useful in the educational planning for other students in special education as well.

Guidance in terms of future options are a part of the efforts the team undertakes at this level. Often the school guidance counselor is active in this process with the team, as well as regular and special educators, support staff, and any involved community members. The Long-Term Planning Worksheet for Grades 6-12 level (Figures 2.4, 2.5, 2.6) (Choisser et al., 1989) delineates school and post school options that will assist in this process.

Team Planning and Student Preparation for High School Success and Desired Post-School Options

The team considers the school and post-school options on the Long-Term Planning Worksheet in relation to the student's demonstrated school performance and the family and student's aspirations. From this discussion and consideration of information gathered during the Comprehensive Educational Evaluation process, the team designs course work and educational experiences recommended for the remainder of middle school and for the initial high school experience that relate to the desired long-term outcomes. Again, the guidance counselor and team and perhaps a representative from the high school design this educational plan and necessary supports and services and incorporate it into the IEP so team and family members can refer to it and monitor progress towards accomplishment over the next few years. Although the discussion focuses on desired high school success, the plan is rooted in desired post-school outcomes.

Figure 2.4 (1 of 2)

Child's Name: _____ Date: _____

LONG-TERM PLANNING WORKSHEET
for Desired Outcomes

Members of the educational team (parents, student, and any involved school, AEA, and community agency personnel) will be meeting to develop goals and services that are important to be included in _____'s educational program over the next few years. Please identify areas listed below that you think are important options or skills for _____. At the IEP conference we will discuss these areas, jointly identify desired program options and skills, and develop the IEP to support our decisions regarding _____'s educational program.

Please review before the IEP meeting in order to be prepared to enter into this discussion.

Program Options

School

Regular Education
- Language Arts
- Mathematics
- Social Studies
- Science
- Physical Education
- Foreign Language
- Home Economics
- Industrial Technology
- Business Education
- Driver's Education
- Electives _____
- _____
- At Risk Program

Special Education

Support Services
- AEA
- Private

Post-School

Employment
- Full-time
- Part-time
- At Home
- Military
- Other _____

Education
- Four Year College
- Two Year College
- Tech./Trade School
- Other Type of School
- No Additional Education

Living Arrangements
- Parent's or Relative's Home
- Own Apartment/Home
- Dormitory
- Other _____

Notes regarding discussion or consensus: _____

_____

_____

_____

Intervention or services (time-limited or ongoing) needed for successful transition to the next in school and post-school settings: _____

_____

_____

_____

Figure 2.4 (2 of 2)

Community Options/Leisure

Home
- Cook/bake
- Play games (cards, checkers, pool, etc.)
- Exercise
- Listen to music, play an instrument, sing
- Do maintenance work (house, garden, yard, car)
- Read
- Relax/sleep
- Pursue hobbies
- Care for pet
- Spend time with family
- Watche TV
- Other _____

Community
- Participate in clubs, church groups
- Go dancing
- Drive around
- Eat out
- Go shopping
- Go to movies
- Go camping
- Use recreation facilities
- Participate in individual, dual, or team sports
- Jog, power walk
- Attend recreation classes
- Socialize with friends/dates
- Watch sporting events
- Other _____

Transportation Options
- Own car
- Family car
- Car pool
- Bike
- Walk
- Taxi
- Public transportation

Skills for Success in Desired School and Post-School Options
- Get along with students
- Get along with adults
- Exert self control
- Be responsible
- Initiate activities, routines
- Adjust to change (routines, activities, people)
- Use classroom success skills (follow directions, participate in groups, work alone, use study skills)
- Learn new skills
- Relate needs
- Problem solve (consider alternative solutions)
- Make decisions
- Represent self in meetings and for obtaining accommodations
- Travel to desired school and community locations

Notes regarding discussion or consensus about community/leisure options and transportation options: _____

_____

_____

Notes regarding discussion or consensus about skills for success: _____

_____

_____

Parent Options for Information or Assistance
- Understanding legal rights
- Stating child's strengths and needs
- Stating goals for my child
- Finding out about school and post-school program options
- Talking to experienced parents about program options
- Visiting program options
- Preparing my child for new programs
- Communicating positively with new adults who will be involved with my child
- Arranging for non-classroom community activities
- Arranging transportation
- Finding out about costs of programs and sources of financial assistance
- Obtaining or coordinating needed services for my child or our family

Notes regarding discussion or consensus: _____

_____

_____

RTP Long-Term Planning Worksheet - Grades 6-12

Figure 2.5 (1 of 2)

Child's Name: _____ Date: _____

LONG-TERM PLANNING WORKSHEET
for Desired Outcomes

Members of the educational team (parents, student, and any involved school, AEA, and community agency personnel) will be meeting to develop goals and services that are important to be included in _____'s educational program over the next few years. Please identify areas listed below that you think are important options or skills for _____. At the IEP conference we will discuss these areas, jointly identify desired program options and skills, and develop the IEP to support our decisions regarding _____'s educational program.

Please review before the IEP meeting in order to be prepared to enter into this discussion.

Program Options

School

Regular Education
- Language Arts
- Mathematics
- Social Studies
- Science
- Physical Education
- Foreign Language
- Home Economics
- Industrial Technology
- Business Education
- Driver's Education
- Electives _____
- _____
- At Risk Program

Special Education

Support Services
- AEA
- Private

Post-School

Employment
- Full-time
- Part-time
- At Home
- Military
- Rehabilitation Facility
- Other _____

Education
- Four Year College
- Two Year College
- Tech./Trade School
- Other Type of School
- No Additional Education

Living Arrangements
- Parent's or Relative's Home
- Own Apartment/Home
- Dormitory
- Supervised Apartment
- Group Home
- Other _____

Notes regarding discussion or consensus: _____

_____

_____

_____

Intervention or services (time-limited or ongoing) needed for successful transition to the next in school and post-school settings: _____

_____

_____

Figure 2.5 (2 of 2)

Community Options / Leisure

Home
- Cook/bake
- Play games (cards, checkers, pool, etc.)
- Exercise
- Listen to music, play an instrument, sing
- Do maintenance work (house, garden, yard, car)
- Read
- Relax/sleep
- Pursue hobbies
- Care for pet
- Spend time with family
- Watch TV
- Other _____

Community
- Participate in clubs, church groups
- Go dancing
- Drive around
- Eat out
- Go shopping
- Go to movies
- Go camping
- Use recreation facilities
- Participate in individual, dual, or team sports
- Jog, power walk
- Attend recreation classes
- Socialize with friends/dates
- Watch sporting events
- Other _____

Transportation Options
- Own car
- Family car
- Car pool
- Bike
- Walk
- Taxi
- Public transportation; County transportation

Skills for Success in Desired School and Post-School Options
- Get along with students
- Get along with adults
- Exert self control
- Be responsible
- Initiate activities, routines
- Adjust to change (routines, activities, people)
- Use classroom success skills (follow directions, participate in groups, work alone, use study skills)
- Learn new skills
- Relate needs
- Problem solve (consider alternative solutions)
- Make decisions
- Represent self in meetings and for obtaining accommodations
- Travel to desired school and community locations

Notes regarding discussion or consensus about community/leisure options and transportation options: _____

_____

_____

Notes regarding discussion or consensus about skills for success: _____

_____

_____

Parent Options for Information or Assistance
- Understanding legal rights
- Stating child's strengths and needs
- Stating goals for my child
- Finding out about school and post-school program options
- Talking to experienced parents about program options
- Visiting program options
- Preparing my child for new programs
- Communicating positively with new adults who will be involved with my child
- Arranging for non-classroom community activities
- Arranging transportation
- Finding out about costs of programs and sources of financial assistance
- Obtaining or coordinating needed services for my child or our family

Notes regarding discussion or consensus: _____

_____

_____

SCI Long-Term Planning Worksheet - Grades 6-12

Figure 2.6 (1 of 2)

Child's Name: _____ Date: _____

LONG-TERM PLANNING WORKSHEET
for Desired Outcomes

Members of the educational team (parents, student, and any involved school, AEA, and community agency personnel) will be meeting to develop goals and services that are important to be included in _____'s educational program over the next few years. Please identify areas listed below that you think are important options or skills for _____. At the IEP conference we will discuss these areas, jointly identify desired program options and skills, and develop the IEP to support our decisions regarding _____'s educational program.

Please review before the IEP meeting in order to be prepared to enter into this discussion.

Program Options

School

Regular Education
- Language Arts
- Mathematics
- Social Studies
- Science
- Physical Education
- Foreign Language
- Home Economics
- Industrial Technology
- Business Education
- Driver's Education
- Electives _____
- _____
- At Risk Program

Special Education

Support Services
- AEA
- Private

Post-School

Employment
- Full-time with Support
- Part-time with Support
- Rehabilitation Facility
- At Home
- Other _____

Education
- Community Adult Classes
- Other Type of School
- No Additional Education

Living Arrangements
- Parent's or Relative's Home
- Own Apartment/Home
- Dormitory
- Supervised Apartment
- Group Home
- Other _____

Notes regarding discussion or consensus: _____

_____

_____

Intervention or services (time-limited or ongoing) needed for successful transition to the next in school and post-school settings: _____

_____

_____

_____

Figure 2.6 (2 of 2)

Community Options / Leisure

Home
- Cook/bake
- Play games (cards, checkers, pool, etc.)
- Exercise
- Listen to music, play an instrument, sing
- Do maintenance work (house, garden, yard, car)
- Read
- Relax/sleep
- Pursue hobbies
- Care for pet
- Spend time with family
- Watch TV
- Other _____

Community
- Participate in clubs, church groups
- Go dancing
- Eat out
- Go shopping
- Go to movies
- Go camping
- Use recreation facilities
- Participate in individual, dual, or team sports
- Jog, power walk
- Attend recreation classes
- Socialize with friends/dates
- Watch sporting events
- Other _____

Transportation Options
- Own car
- Family car
- Car pool
- Bike
- Walk
- Taxi
- Public transportation; County transportation

Skills for Success in Desired School and Post-School Options
- Get along with students
- Get along with adults
- Exert self control
- Be responsible
- Initiate activities, routines
- Adjust to change (routines, activities, people)
- Use classroom success skills (follow directions, participate in groups, work alone)
- Learn new skills
- Relate needs
- Problem solve (considers alternative solutions)
- Make decisions
- Represent self in meetings and for obtaining accommodations
- Travel to desired school and community locations

Notes regarding discussion or consensus about community/leisure options and transportation options: _____

_____

_____

Notes regarding discussion or consensus about skills for success: _____

_____

_____

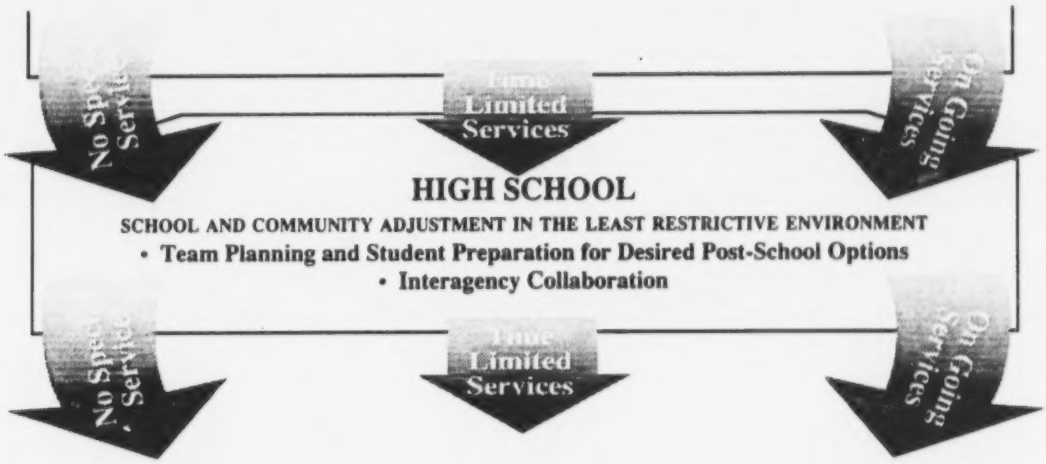
Parent Options for Information or Assistance
- Understanding legal rights
- Stating child's strengths and needs
- Stating goals for my child
- Finding out about school and post-school program options
- Talking to experienced parents about program options
- Visiting program options
- Preparing my child for new programs
- Communicating positively with new adults who will be involved with my child
- Arranging for non-classroom community activities
- Arranging transportation
- Finding out about costs of programs and sources of financial assistance
- Obtaining or coordinating needed services for my child or our family

Notes regarding discussion or consensus: _____

_____

_____

SSC Long-Term Planning Worksheet - Grades 6-12



This section of Chapter Two addresses considerations specific to the High School level of the model. Considerations are addressed in terms of the level's focus and supporting activities as depicted in the model (Figure 1.1).

School and Community Adjustment in the Least Restrictive Environment

Initial activities and focus at this level are on the adjustment of the student to the high school setting and the desired program and community options that were identified for the student pre-transition. The student's success and any time-limited or ongoing services to support that success are reviewed regularly during the student's first year at the high school. If the student is experiencing difficulty meeting his/her desired outcomes, revisions in strategies, plans, and supports are made to increase the probability of success. During this first high school year, the student's performance will make the college versus community preparatory direction more evident.

Team Planning and Student Preparation for Desired Post-School Options

The team moves quickly from focusing on adjustment to the high school to confirming the desired post-school options and designing educational experiences and services to prepare the student for those desired outcomes. Again, the student, family, and school team can use the Long-Term Planning Worksheet (Figures 2.4, 2.5, 2.6) as a basis for this discussion and the resulting program and service design.

Patton and Polloway (1991) give considerations for focus of educational programming for students to prepare them for college or for the community. For students preparing for college, the curricular foci should include maximum participation in regular high school programs with attention to college survival skills (e.g., time management and organizational skills, advanced language development and writing skills, study skills, and academic and career advising). For students preparing for the community, regular class programs tend to provide a curriculum nonfunctional to their needs. Instead, these students require:

> a functionally oriented (i.e., adult outcomes focused) data-based curricula in independent living and vocational areas. This stated need would also suggest that the value of an academic content model representing a watering-down of the regular program does not present a viable option. Particularly appropriate would be programs focusing on work and transition to adulthood, ecologically validated within the respective community....Because social development is a key predictor of postschool adjustment, social skills instruction should be a core of the curriculum. Coincidentally, integration will take place at appropriate times in the instructional day so that these skills can be generalized to interactions with students who are not handicapped (Patton & Polloway, 1991, p. 24).

This preparation of the student as discussed in the previous section is then defined specifically to the desired outcomes. For example, if the desired outcome is full-time employment, then activities through the high school years focus on identifying occupational areas and jobs of interest reasonable as an outcome for the student, opportunities for the student to experience working in those types of occupations or the type of work they represent, and a narrowing down of occupations to specific career aspirations by the time the student is a senior. Students will participate in guidance activities as available to the high school student body as well as individually designed exploration and work experiences to learn about and prepare for employment. The same type of activities would occur around living arrangements, transportation, and leisure post-school options. Throughout all of these activities, the student and family are active in identifying, arranging, participating in, and evaluating the activities. Educators may feel this type of individualized programming is not possible at the high school because of rules of special education, graduation requirements, and current curricular frameworks in place for special education programs. However, a number of schools participating in site-based management or school restructuring activities are experimenting with designing educational programs based on an adult outcomes focus and finding it not only possible but more relevant and motivating for both themselves and the students. As school personnel develop alternative curricula, these practices may be more common. In summary, the educational program at the high school level is adult outcome focused and specific to individual student desired outcomes.

Interagency Collaboration

Community agency service providers and postsecondary personnel become involved with the student and family and often the team before the student graduates from high school. Often this involvement is identified in the first or second year of high school and then when and what type of involvement of the identified agency personnel is planned. School personnel, the student, or the family may take the responsibility for this contact or for certain activities with a post-school agency. These activities are included within the transition planning goal area and reviewed regularly. The intent is for planning to pave the way for the student to move from school to post-school settings/options with maximum benefit and minimal disruption. The hope is that with interagency collaboration and interagency involvement while the student is still in school, there will not be a breakdown in the progress the student is making toward obtaining post-school outcomes.

For all students (e.g., students with mental disabilities who may enter supported employment, supervised apartment living, etc. or students with mild disabilities who attend a community college or technical training) the tie with the cooperating post-school agency can be made during high school, the transition planned, and supports arranged to assist with a smoother transition.

However, a service gap exists for students with mild disabilities who decline use of or are not eligible for post-school services. Therefore, the team may have no agency to target for interagency collaboration, for post-school service provision, or for monitoring desired outcome achievement. In these cases the school can work with the student and family to develop a plan of obtaining and/or maintaining employment, living arrangements, financial support, transportation, etc. that the student and family can use to reach desired outcomes. The parents play an increasingly active role in the planning and implementation process, recognizing that school services and school directed coordination will soon end. The better prepared the parent and student to play this role as joint "case managers", the more likely any required adult services will be obtained and the desired outcomes achieved.

In addition, agencies may collaborate to jointly provide programming or services to a student. For example, an adult service agency may begin providing supported employment services during a student's senior year (Steele, Strang, Burrows, Kiburz, Vincent, & Sitlington, 1990) or in providing the first year of a community college program such as Project Vital at Kirkwood Community College, Cedar Rapids, Iowa. Chapter Five addresses ways educational and other community agencies may collaborate to fill service gaps and assist students in achieving their desired adult outcomes.

Chapter Three

Including Student Preferences

The Education of the Handicapped Act Amendments of 1990 (PL 101-476), now the Individuals with Disabilities Education Act (IDEA), defines, in part, that transition is a coordinated set of activities based upon the individual student's needs, taking into account the student's preferences and interests. Educators (Lawrenson & Martz, 1990) and researchers (Van Reusen, Bos, Schumaker, & Deshler, 1987; Wolf & Stephens, 1989) are recognizing that student involvement in the IEP development process is not only motivating to the student but contributes valuable information to the process as well. Students who participate in the process and feel their preferences are considered and included in the IEP are more likely to be invested in their educational process and complete more IEP goals. Although such inclusion of students in the process is new to many of us as educators, is not being widely practiced in the field (Reschly, 1990), and is not developed into a tested, efficient and effective technology, there are promising practices occurring with students in this area. The intent of this chapter is to discuss considerations for including student preferences in IEP development and transition planning, to describe a process teachers or designated team members may wish to try with students, and to share some examples of activities teachers in Area 10 are using with students in their classrooms.

Considerations for Including Student Preferences in IEP Development and Transition Planning

Including student preferences means more than sharing IEP results with the student. It involves two related activities: (a) the identification of the student preferences for desired outcomes and the for resulting IEP strategies to achieve those outcomes; and (b) the student communication of preferences and participation in his/her planning conference. These two activities represent a process engaged in by the student with the teacher and others; the process may be ongoing as IEP's are written, implemented, reviewed, revised, etc. The point to consider is that the inclusion of the student in the process is not a one IEP or one conference inclusion, but an ongoing partnership in designing and obtaining desired (many which are student preferred) outcomes.

The process assumes an array of programs or options within programs exist to meet individual preferences. Preferences cannot exist if there are no choices. A standardized curriculum with narrow definitions of acceptable performance and outcomes will allow little room for student choice-making.

The process also assumes a commitment by the school community to design individualized programs based on preferences and demonstrated attempts toward meeting preferences that are apparent during the IEP development or IEP reviews. The students will not meet all of the activities specified in their goals and neither will the school. If the school is honestly attempting to develop or meet a plan, but cannot fulfill it completely, the student will learn valuable lessons in working toward a goal, assessing barriers, adjusting strategies, etc.

The student's preferences are accepted as valid. If others feel the preferences are unrealistic, are poor choices, or are based on lack of knowledge, this is not the immediate response to the student. The preferences are respected. In this process students typically go through an inventory process that allows them to gain information that assists them in changing their behavior in order for the preference to be met, to alter their preferences, or some combination of personal and preference change.

The process is designed for active student involvement. The teacher or team members do not do all the work. Instead, the work is assigned across participating personnel and the student, based on role and responsibility in relation to the activity.

Many of the activities are legitimate in-class, instructional activities. Many of the activities can be carried out in group instruction or cooperative learning activities or as class projects that are incorporated into reading, writing, listening, speaking or other content areas. Student participation and the resulting skills gained will be valuable to the student for a life time and constitute legitimate activities for instructional time. Discussion and examples of some of these activities are presented in the following section.

Process for Including Students

The Education Planning Strategy (Van Reusen et al., 1987), a motivational strategy designed for low achieving students who are expected to be active participants in the decision-making process, offers a structure and concepts that are useful in applying to other students (i.e., students enrolled in special education). The strategy includes the following steps: (a) inventory your strengths, weaknesses, goals, and choices for learning; (b) provide your inventory information; (c) listen and respond; (d) ask questions; and (e) name your goals. This strategy is designed for students who are in regular education and is focused on the student's achievement in the regular education curriculum. Therefore, it is suggested that this strategy be used as a reference for activities and structure but that adaptations be made to reflect the needs of students in special education and transition planning toward broader outcomes (i.e., other than solely regular education). Such an adapted process is summarized below.

Step One: Share Long-Term Planning Worksheet content with the student. The intent here is to explain to the student that the school team, his/her parents, and the student will be identifying long-term goals and that his/her preferences are the basis for this process. Review the content on the worksheet and assess with the student the regular and special classes, community, leisure and transportation options the student sees him/herself participating in this school year and over the next few years. Review the supporting skills on the worksheet and have the student assess the ones that are personal strengths versus those in which improvement may be needed in order to participate in the desired outcomes.

Students, and often team members, are unaware of the setting demands of the desired options. This can make it difficult to express preferences or assess the student's skills in relation to the setting demands for participation in that option. In such cases, an information gathering process is initiated so the student can begin working on needed skills, supports, or accommodations that may need to be designed to allow participation. It is ideal for the the student to be responsible for, or at least an active participant, in this information gathering process. As a team member, or with the teacher or specified team members, they can identify activities to learn more about the demands of the

setting. Some such activities include having students who have taken a particular course or a worker from a job talk about the demands, having the student interview the teacher or students from a class about the demands using a short inventory tool such as the Activity Compatibility Planning Sheet (Fox et al., 1989), and visiting job sites of interest to observe or participate in an exploration experience. This information can then be used for the student to identify strengths and weaknesses in relation to desired settings and develop the IEP. The team may settle on desired student preferences and then include these as activities within the IEP or perform these activities before developing the IEP.

For students who base their responses regarding preferences on more day to day or recent experiences, it may by useful to discuss the items on the worksheet two or three times over the period of a month or so. For example, the following is the summary that a teacher Alison McGoff at West High School in Iowa City, prepared after repeated discussion with a student with moderate mental disabilities who was in her early years of high school:

> In preparation for Gloria's IEP, I met with Gloria to discuss what her desires were for her future educational program. Also, I discussed with Gloria her personal goals for the future both residentially and vocationally.
>
> Gloria stated that she enjoys living at home, socializing with friends, going to parties and dances, shopping, meeting new people, and going to camp. When asked what areas she felt she needed to work on she replied that she wanted to work on recipes by herself (complete them independently), travel to and from work on the bus on her own, and eat lunch "with people besides her classmates". Gloria also stated that she would like to work more on her laundry skills.
>
> When asked which classes she wanted to take at West High, if any, she replied that she would like to take Home Economics and later expressed an interest in keyboarding.
>
> Gloria sees herself living in an apartment and working at a full time job following graduation from West High. When asked what type of job she would be happiest doing, Gloria responded "Econofoods Deli" and "restaurant work".

The team felt Gloria's preferences were realistic for her with the provision of specific activities, classes, experiences, social skills relevant to her living and employment outcomes, and referrals to vocational and living community agencies. The family and team also asked her to consider exploring other occupational areas through the work experience program during the next year. These were analyzed with Gloria and the team and incorporated into her IEP.

Step Two: Involve the Student in Planning the activities of the IEP and the services to support the activities. Learning to goal set and develop a plan are valuable experiences that students in special education may not often have had opportunities in which to participate.

Step Three: Include the Student in Designing the IEP Conference and define the student's role. Teach the student behaviors for conference participation and how to state preferences (See Van Reusen et al., 1987 for a delineation of these student behaviors and instructional lessons).

Step Four: Involve the Student in Carrying Out and Monitoring the Plan throughout the year at regular or assigned review dates for specific activities. As mentioned before, few plans will occur as designed. Success requires the participants to identify alternative resources and strategies and, on occasion, revise the intent of the plan. Learning through supported experiences and reaping the reward of reaching personal outcomes is a valuable skill that the student can use in other situations throughout their life time. If teachers across the grade levels allow this type of participation throughout the student's educational career, the student will have had a variety of experiences in goal setting, plan implementation, and obtaining resources. The student would therefore be more apt to generalize these skills to other situations and be more able to perform more activities independently. During the process the student can use these skills (planning, stating needs, carrying out a plan, etc.) with, for example, the school counselor, another teacher over a question or a problem, during a job interview, or investigating a living or leisure situation. The intent is that with long-term, repeated opportunities, the student will apply these planning and self-advocacy skills in post-school situations when the educational team is no longer available for support and the student is in need of school or work accommodations, services, or in an interview situation.

Examples of Assessing Student Preferences

The process for assessing student preferences is individualized for each student. It is unlikely a standard tool can be developed that teachers would find adequate to meet their students' needs and/or their teaching orientation and classroom structure. However, teachers in Area 10 are beginning to engage students in this process and their efforts offer us some considerations and examples that may be helpful to others who wish to include students in planning. Considerations and or examples are offered for the elementary, middle, and high-school levels. It is expected others would adapt these examples with students in their own schools.

Elementary school. Teachers or team members translate items from the Long-Term Planning Worksheet into questions phrased in ways they feel students will relate to the question and be able to answer. The following are examples of such questions:

What do I want to show Mom and Dad when they come to my meeting?
What do I like to do at school?
Who do I like to do it with?
What do I like to do with my family?
What are my favorite subjects?
Which of these skills am I best at?
Which of these skills are ones I should work on?

Middle school teachers have commented that by the time students enter middle school, they know many of their weaknesses but can rarely state areas in which they do well or are strengths. Perhaps a secondary benefit of spending time with elementary aged students in these activities is to assist them in seeing the things they do well and keeping those in the forefront with the other areas that the student does not do as well. The IEP could also be developed to include strengthening areas in which the student does well and wishes to progress, as well as the typical IEP objectives that address skill deficits.

Elementary teachers are incorporating these activities into their language arts or functional academics instructional time. In a group setting students can help others assess things they do well and explore areas that each might like to do better. Once individual strengths and weaknesses as a concept are identified and accepted by students in the class, cooperative groups could be designed where students could also learn to state needs in a group, build skills, plan towards a group goal, work with others where individual skills are valued, and students can share in the responsibility for learning. Although elementary aged students may not participate in the full conference, there may be a section of the conference in which they could have a defined role (e.g., sharing what they do well). The students could also participate in preparing for the conference as described in the Secondary Example.

Middle school. A team at Southeast Junior High School designed an interview format to use in assessing student preferences of students in a class for students with mental disabilities (Lanaghan, Welsch, & Rodebush, 1991). They took items from the Long-Term Planning Worksheet and translated them into questions to which they felt the students could respond, used the interview with some of the students in the class, and revised it based on the ability of the questions to elicit student responses. For example, for School Options, they revised the item to be asked of the student in terms of class names the student would understand rather than the categories on the worksheet. Some of the classes listed were: Global Studies, Science, P.E., Life Skills, Chorus, Industrial Tech., Keyboarding, Visual Studies, Hobbies, and Photography.

Questions to elicit responses regarding skills for success were designed. For example to find out if the student thinks he/she gets along with students, the interviewer might ask:

Do you have friends? Who?
Do you have friends that are not in this class? Who?
Would you like to have more friends?
Would you like to get along better with people at school?
At work?
At home?

For the skill "exerts self-control" the following questions are asked:

Can you stay calm even if you're mad?
Can you stay calm even if you're happy?

Middle school teachers have also found that students have not thought about post-school employment or education and that living anywhere but home is not only a remote idea but frightening to some students, perhaps because they are not yet viewing it from an adult perspective as they will when they are in high school. At this level the teacher talks more about how these are the types of options the student will begin considering during high school and how school activities (career exploration, work exploration experiences, social skill development, etc.) relate to those options. This discussion, plus the discussion with the parents and the student at the conference sets the stage for subsequent thinking, planning and discussion regarding post-school plans. At this level, students are practicing conference participation skills (Van Reusen et al., 1987) and participating in their conference. They review the IEP with the teacher and are aware of the goals and objectives on their IEP.

High school. Lawrenson and Martz (1990) developed an instructional activity process to assist students in the 11/12th grade mental disabilities class at West High School in identifying their preferences and preparing for the conference. The students engage in the following activities:

1. Review the Long-Term Planning Worksheet.
2. Determine things they do well and things they need to keep working on. (Figure 3.1).
3. Commit to engaging in the process (Figure 3.2).
4. Determine the day, time, and location of their conference (Figure 3.3)
5. Determine who should be invited to the conference (Figure 3.4).
6. Send invitations to participants (Figure 3.5)
7. Practice conference skills (Van Reusen et al., 1987) such as posture, tone of voice, staying calm, engaging in eye communication, listening, responding, asking questions, and stating preferences. Figure 3.6 displays an activity worksheet used with students to generate their own topics to discuss at the conference.
8. Share completed IEP with student; include student in monitoring and revision activities.
9. Identify other situations in which the student can use and practice these skills.

In summary, teachers are beginning to explore including the students as active participants in the planning and implementation of the IEP. The examples described here are ones that teachers can refer to for adaptation with students with differing disabilities, ages, learning styles and response modes. Including student preferences is an exciting area where there is still much to learn and where there is potential for increased motivation and performance of our students.

Figure 3.1

Strengths and Weakness Worksheet

THINGS I DO WELL

THINGS I NEED TO
KEEP WORKING ON

Figure 3.2

Student Commitment Contract

I want to learn how to share my

ideas at my conference.

sign _____

date_____

Figure 3.3

Conference Planning Worksheet A

My meeting will be

on _____ .

It will be held in

Room _____ .

It will start at

_____ .

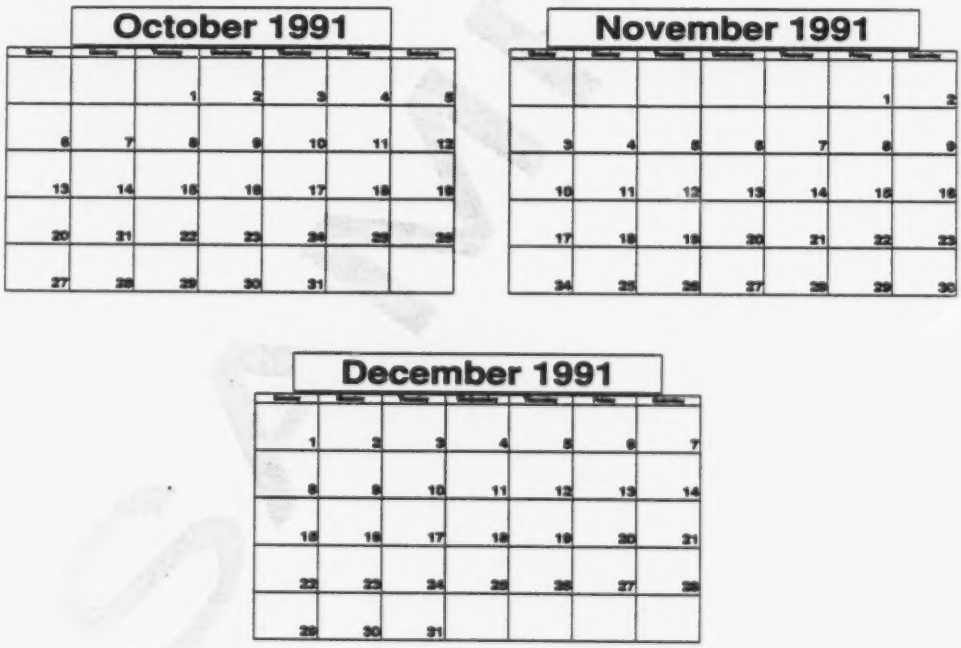


Figure 3.4

Conference Planning Worksheet B

I want these people to come to my meeting:

_____

_____

_____

_____

_____

_____

_____

Figure 3.5

Invitation to My Conference Form

Date:

To:

From:

You are invited to my meeting on

_____ .

It will start at _____ .

We will meet in room _____ .

We hope to see you there.

Please let my teacher know if you are unable to attend.

Figure 3.6

Sample Things to Say and Ask at My Conference

THINGS WE WANT TO SAY AND ASK AT OUR MEETINGS

1. When will I graduate?
2. Did I do a good job?
3. Did I do good work?
4. I do good things.
5. Tell my ideas on how to fix things.
6. Tell when I want to graduate.
7. I like my job.
8. Can I keep my job?
9. I want to stay on my job.
10. What day will I move out?
11. I can wait till June.
12. Where will I move to next?

SAMPLE

Chapter Four

Transition Goals and Objectives in the IEP

Area 10 recommends transition planning be incorporated into the IEP as a goal page instead of an attachment or a supplementary page of the IEP. The rationale is that such inclusion as a goal and objectives allows the activities to be considered as a part of, rather than an addition to, the educational program; fosters annual review and revision within the structure provided for writing and implementing IEP objectives; and results in activities being addressed in terms of outcomes and goals for the student rather than steps to be completed. In addition, many outcomes may best be addressed through other goal areas of the IEP, and should be incorporated into those to support achievement of long-term outcomes. It is possible that a student have only two objectives in the transition planning goal, with many of the desired long-term outcomes being met through goals and objectives written in other curricular areas (e.g., reading, vocational, behavior, integration, etc.). The quality measure is not how many goals and objectives are listed in the transition planning goal area, but that desired outcomes are assessed and addressed somewhere within the IEP.

Chapter Four provides three examples of translating the desired outcomes from page 2 of the Comprehensive Educational Evaluation (Figure 2.2) to the IEP. The intent is to demonstrate how desired outcomes are restated in the goal statement of the IEP and how objectives relate to the desired outcomes and are written in student specific behavioral terms.

Each example includes one Long-Term Planning Worksheet that represents a consensus of the preferences of the family, student, and team; page 2 of the CEE; and the transition planning goal pages of the student's IEP. The first example includes the student's full IEP. The examples chosen document more activities than a team may typically chose to include within the IEP but are provided as examples of the range of objectives that could be included. The examples are not models for content to be copied into other children's IEPs; rather each team is expected to individualize outcomes, goals, objectives and services for each child under consideration.

Example One:

Peter/Early Childhood Level

The first example is of a child who has, since infancy, attended community daycare and is not yet kindergarten age. The worksheet, CEE, and IEP pages that represent the full transition planning process follow. As may occur with younger children, the team did not see the utility of a transition planning goal page but rather chose to incorporate objectives for desired outcomes within other goal areas of the IEP. In this case, the child's needs were addressed under the following goal areas: speech/language; motor-fine motor; behavioral/social; developmental/preacademic; and self-help.

Figure 4.1 (1 of 2)

Child's Name: Peter Date: _____

LONG-TERM PLANNING WORKSHEET
for Desired Outcomes

Members of the educational team (parents and any involved school, AEA, and community agency personnel) will be meeting to develop goals and services that are important to be included in Peter 's educational program over the next few years. Please identify areas listed below that you think are important options or skills for Peter . At the IEP conference we will discuss these areas, jointly identify desired program options and skills, and develop the IEP to support our decisions regarding Peter 's educational program.

Please review before the IEP meeting in order to be prepared to enter into this discussion.

Program Options

Ages 0-6

Community Education and Care
- In Home Child Care
- Day Care Center
- Pre-School
- Head Start
- At Risk Program

Early Childhood Special Education
- Parent Child Groups
- At Home Program
- Special Education Classroom

Support Services
- AEA
- Private

Other: _____

Ages 6-10

Regular Education
- Reading
- Language Arts
- Mathematics
- Social Studies
- Science
- Physical Education
- Art
- Music
- Before/After School Program
- At Risk Program

Special Education

Private School

Support Services
- AEA
- Private

Notes regarding discussion or consensus: Peter has been in a regular daycare since infancy. Currently groups with children ~ 18 mo. younger than he. Parents see remaining in regular community setting as a priority. They want him to move to a group with peers closer to his age. Problems associated with this are communication difficulties, self-help skills, distractibility and higher child/adult ratio in the older group.

Intervention or services (time-limited or ongoing) needed for successful transition to the next program or educational setting(s): Direct and consultative services from S/L pathologist(s). Teacher(s) in preschool/daycare who know(s) or is/are willing to learn signs to understand Peter's attempts and to facilitate cm with peers. Special education support in daycare/preschool to increase direction following, staying in group, participating in group activities/play and independent work/play.

page 1 of 2

Figure 4.1 (2 of 2)

Community Options

Participates in:

- Play with neighborhood friends
- Religious services/programs
- Camp
- (•) Sports (swimming, soccer, gymnastics, etc.)
- (•) Lessons (music, dance, art, etc.)
- (•) Library
- Clubs (scouting, etc.)
- Family outings (eating out, shopping, parks, etc.)
- Family events (visiting friends and relatives, family occasions)
- Care for a pet
- Pursue a hobby
- Play board games
- Motor activity (shoot baskets, jump rope, ride bike, etc.)

Transportation Options

- (•) Car
- (•) Walk
- (•) Bike
- (•) School bus or van
- (•) Community transportation system

Skills for Success for Desired Program and Community Options

- (•) Use self care skills (dressing, eating, toileting)
- Use school success skills (lunch, playground, building orientation)
- (•) Use classroom success skills (follow directions, participate in groups, work alone)
- Problem solve (consider alternative solutions)
- Be responsible for personal belongings
- Initiate activities, routines
- (•) Adjust to changes (routines, activities, people)
- (•) Relate needs
- Make choices
- Get along with children
- (•) Play alone and with others
- Travel to identified school and community locations
- Other: _____

Notes regarding discussion or consensus about community and transportation options: *Peter does well playing with children during family visits. Outings ok. In a couple of years explore sports, music, scouting. Home is rural. Ok in car, community bus & walks with teacher supervision. Will need to ride school bus at some point, probably not next year.*

Notes regarding discussion or consensus about skills for success: *Work on completing toilet training. Needs help relating needs and interacting using signs, gestures, verbalizations. Needs accepting listeners. Stay in appropriate areas, follow directions, play with peers using communication skills other than physical. Stay at activity for appropriate time.*

Parent Options for Information or Assistance

- Understanding assessment, eligibility for special education services, labels
- Understanding legal rights
- Stating child's strengths and needs
- Stating goals for my child
- (•) Finding out about program options
- Talking to experienced parents about program options
- (•) Visiting program options
- Preparing my child for new programs
- Communicating positively with new adults who will be involved with my child
- Arranging for non-classroom community activities
- (•) Arranging for child care
- (•) Arranging transportation
- Finding out about costs of programs and sources of financial assistance
- (•) Obtaining or coordinating needed services for my child or our family

Notes regarding discussion or consensus: *Need to find preschool/daycare where he can be with peers his age, will meet child care needs. Parents will transport - need to either have speech, special ed support all there or get him back & forth to it. Try to coordinate services rather than have him go a lot of places.*

Peter's Long-Term Planning
Worksheet for Early Childhood ~~and Grades K-6~~

page 2 of 2

Figure 4.2 (1 of 2)

GRANT WOOD AEA
Special Education Division
4401 Sixth Street SW
Cedar Rapids, IA 52404-4499
1-319-399-6700
1-800-332-8488

Comprehensive Educational Evaluation

Team Summary & Conclusions School Year 19 ___ - ___

STUDENT (Please Print) Peter (Last) (First) (MI) BIRTHDATE (Mo) (Day) (Yr) GRADE Pre

Case Facilitator / Position _____ Date: _____

Diagnostic Impressions: *Peter is a 4-year old functioning at the 2 1/2-3-year level except in expressive language which is below the two year old level and includes a severe articulation delay. He is interested in and social with adults and other children. Distractibility and communication difficulties interfere with participation in some classroom activities, even in a younger group.*

Desired Outcomes: List annual/long-term outcomes. Incorporate into **IEP** (I), **Transition** (T), and/or **Modification to Regular Ed.** (M)

Code: I, T, M	
I	*Remain in regular preschool/daycare and community settings but with more age-appropriate peers.*
I	*Participation in peer group activities at developmental level including play activities.*
I	*Play/work on his own for appropriate length of time without direct adult intervention.*
I	*Follow classroom directions given to groups.*
I	*Independent self-care for classroom needs.*
I	*Continued growth in preacademic skills.*

Team Recommendations: *Continue in private preschool/daycare but with group closer to chronological age;*

Individual speech services to address communication problems and speech consultation to preschool/daycare + parents;

Support from special education to daycare/preschool for self-care, play, classroom behavior, academic needs;

Participation in integration activities between private preschool/daycare and special education classroom.

Options Considered /Reasons Rejected: (document at IEP conference)

(See attached IEP Options page)

White - GWAEA Central File
Yellow - Local School District
Pink - Parent 8/91

Peter's CEE page 2
CEE-b Team Summary & Conclusions

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Figure 4.2 (2 of 2)

GRANT WOOD AREA EDUCATION AGENCY
Division of Special Education
4401 Sixth Street S.W.
Cedar Rapids, IA 52404
1-319-399-6700
1-800-332-8488

INDIVIDUALIZED EDUCATION PROGRAM
(Options Considered/Rationale)

Today's Date: 5-30-91

(Please Print)

STUDENT Peter (Last) (First) (MI) BIRTHDATE 6-2-87 (Mo Day Yr)

OPTIONS CONSIDERED	(Check One)		RATIONALE
1. *No Special Education Program*			*Peter is eligible and needs services to meet goals. Parents request services.*
2. *Early Childhood "at home" program with consult to parents & preschool by speech therapist & special educator on weekly basis.*			*This is Peter's present program. We feel Peter needs more service to meet proposed goals.*
3. *Increased Speech/Language support service with more direct therapy to be arranged between EC and school speech*			*This would meet Peter's speech/ language goals but not other toals. It will be included as part of his program.*
4. *Increased Special Ed assistance to Peter in private preschool*		√	*This is accepted as Peter's primary placement – to be evaluated along with IEP review by Nov. 15.*
5. *Early Childhood Special Education Class.*			*Peter has already been functioning well and making progress in a less restrictive placement. It is planned for Peter to be part of an integration group from private preschool going to ECSE Class at _____ on a regular basis.*

Summary: _____

Attachment to Peter's CEE page 2
7 Options Considered/Rationale

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Figure 4.3 (1of 13)

GRANT WOOD AEA
Special Education Division
4401 Sixth Street SW
Cedar Rapids, IA 52404-4499
1-319-399-6700
1-800-332-8488

Individualized Education Program Goals and Objectives

Today's Date 5-30-91

Name: Peter Birthdate: _____ (Mo Day Yr) Grade: Pre

GOAL AREA (from cover sheet) Speech/Language Projected Duration 5-30-91 to 5-30-92
(Excludes School Vacations/Follows School Calendar)

PRESENT LEVELS OF PERFORMANCE: (Statements describing the student's present achievement and/or behaviors in observable and measurable terms.) ***Peter successfully communicates with familiar adults and peers using a range of non-verbal strategies to make wants/needs known and to express his ideas. Total communication has been introduced in his home and daycare. He uses a functional vocabulary of 10-15 formal signs or consistent gestures in a spontaneous or prompted manner. Vocal production is associated with sign/gesture, but limited in consonant/vowel range.***

GOAL STATEMENT: (A goal is stated for each area checked on the cover page of this IEP. The goal should clearly specify the anticipated outcome.) ***Peter will develop a functional vocabulary of sign/gesture and vocal approximations that are used to successfully communicate with adults/peers in familiar environments.***

DATE REVIEWED _____ ACCOMPLISHED ____ NOT ACCOMPLISHED ___ COMMENTS:

SHORT TERM OBJECTIVE AND CRITERION LEVEL: (Short term objectives must be behaviorally stated. They are measurable intermediate steps between a student's present level of performance in an area and the desired level of performance reflected in the goal statement.)

#1 OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)
Peter will differentiate the production of his signs to be successfully understood by familiar persons.	***Speech/ language*** ***parents***	

EVALUATION PROCEDURES:

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments:
1) 11/15/91	☐	☐	1) _____
2) _____	☐	☐	2) _____
3) _____	☐	☐	3) _____
4) _____	☐	☐	4) _____

#2 OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)
Peter will imitate sign/gesture/vocalization in a turn-taking fashion in response to adult and peer modeling.	***Speech/ language*** ***parents***	***- allow hand over hand assistance in learning to produce new signs.*** ***- oral/motor, gesture, etc***

EVALUATION PROCEDURES:

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments:
1) 11/15/91	☐	☐	1) _____
2) _____	☐	☐	2) _____
3) _____	☐	☐	3) _____
4) _____	☐	☐	4) _____

Figure 4.3 (2 of 13)

GRANT WOOD AEA
Special Education Division
4401 Sixth Street SW
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1-319-399-6700 or 1-800-332-8488

Individualized Education Program Goals and Objectives

(continued from previous page)

Today's Date 5-30-91

Name: Peter Birthdate: _____ (Mo Day Yr) Grade: Pre

GOAL AREA (from cover sheet) Speech/Language Projected Duration 5-30-91 to 5-31-92
(Excludes School Vacations/Follows School Calendar)

SHORT TERM OBJECTIVES AND CRITERION LEVEL:

# 3 OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)
Peter will consistently use his voice/ vocal approximations to the best of his ability with signs and gestures.	see above	

EVALUATION PROCEDURES:

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments:
1) 11-15-91	☐	☐	1)
2)	☐	☐	2)
3)	☐	☐	3)
4)	☐	☐	4)

# 4 OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)
Peter will expand his functional vocabulary to communicate the range of meanings needed for successful participation in his environment (25 to 50 sign/vocal approximations)	see above	See 1st words vocabulary list

EVALUATION PROCEDURES:

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments:
1) 11-15-91	☐	☐	1)
2)	☐	☐	2)
3)	☐	☐	3)
4)	☐	☐	4)

# 5 OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)
Peter will imitate intonational patterns/ contours with his voice in response to play activities, games, etc.	see above	

EVALUATION PROCEDURES:

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments:
1) 11-15-91	☐	☐	1)
2)	☐	☐	2)
3)	☐	☐	3)
4)	☐	☐	4)

Peter's Early Childhood IEP
5b Individual Education Program Goals and Objectives

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Figure 4.3 (3 of 13)

GRANT WOOD AEA
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Individualized Education Program Goals and Objectives

(continued from previous page) Today's Date 5-30-91

Name: Peter Birthdate: _____ (Mo Day Yr) Grade: Pre

GOAL AREA (from cover sheet) Speech/Language Projected Duration 5-30-91 to 5-31-92
(Excludes School Vacations/Follows School Calendar)

SHORT TERM OBJECTIVES AND CRITERION LEVEL:

SPEECH

# 1 OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)
Peter will extend and differentiate his use of bi-labial consonants/vowel combinations in response to various sound effect and vocal play games	Speech/Language pathology Parents	

EVALUATION PROCEDURES:

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments:
1) 11-15-91	☐	☐	1)
2)	☐	☐	2)
3)	☐	☐	3)
4)	☐	☐	4)

# 2 OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)
Peter will indicate the correct number of syllables in vocal approximations of familiar words	speech/language parents	ex. ba'by bub'ble ma'ma

EVALUATION PROCEDURES:

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments:
1) 11-15-91	☐	☐	1)
2)	☐	☐	2)
3)	☐	☐	3)
4)	☐	☐	4)

# 5 OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)
Peter will expand his repetoire of consonant sounds utilized in the initial position of word attempts.	see above	

EVALUATION PROCEDURES:

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments:
1) 11-15-91	☐	☐	1)
2)	☐	☐	2)
3)	☐	☐	3)
4)	☐	☐	4)

Peter's Early Childhood IEP
5b Individual Education Program Goals and Objectives

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Figure 4.3 (4 of 13)

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Cedar Rapids, IA 52404-4499
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Individualized Education Program Goals and Objectives

Today's Date 5-30-91

Name: Peter Birthdate: (Mo Day Yr) Grade: Pre

GOAL AREA (from cover sheet) Motor - Fine Motor Projected Duration 5-30-91 to 5-30-92
(Excludes School Vacations/Follows School Calendar)

PRESENT LEVELS OF PERFORMANCE: (Statements describing the student's present achievement and/or behaviors in observable and measurable terms.) *Peter is mildly hypotonic and uses immature movement patterns. He prefers whole hand and whole arm movement patterns in fine motor tasks but can use hands more precisely. Cocontractions of trunk, shoulder and hip girdle are less well developed than exp for age. He enjoys using crayons and pencil - mostly scribbling but can imitate horizontal and vertical line. Can stack 6-7 cubes, prefers large blocks. Enjoys art activities - not cutting with scissors.*

GOAL STATEMENT: (A goal is stated for each area checked on the cover page of this IEP. The goal should clearly specify the anticipated outcome.) *Peter will refine hand and finger movements so he can use scissors, crayons to successfully participate in classroom art and prewriting activities. He will be able to use blocks to participate in construction activities in the classroom.*

DATE REVIEWED _____ ACCOMPLISHED ____ NOT ACCOMPLISHED ___ COMMENTS:

SHORT TERM OBJECTIVE AND CRITERION LEVEL: (Short term objectives must be behaviorally stated. They are measurable intermediate steps between a student's present level of performance in an area and the desired level of performance reflected in the goal statement.)

# 1 OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)
Peter will draw designs with various size crayons, pencil or chalk that include circular as well as horizontal and vertical strokes	*parents; EC social worker consulting w/ private preschool & parents*	

EVALUATION PROCEDURES: *Observation*

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments:
1) 11/15/91	☐	☐	1)
2)	☐	☐	2)
3)	☐	☐	3)
4)	☐	☐	4)

# 2 OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)
He will cut with scissors along straight lines staying within 1/4" of line.	*same as # 1*	

EVALUATION PROCEDURES: *Observation*

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments:
1) 11/15/91	☐	☐	1)
2)	☐	☐	2)
3)	☐	☐	3)
4)	☐	☐	4)

5a Individual Education Program Goals and Objectives 8/91

Peter's Early Childhood IEP

Figure 4.3 (5 of 13)

GRANT WOOD AEA
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Cedar Rapids, IA 52404-4499
1-319-399-6700 or 1-800-332-8488

Individualized Education Program Goals and Objectives

(continued from previous page)

Today's Date 5/30/91

Name: Peter Birthdate: _____ (Mo Day Yr) Grade: Pre

GOAL AREA (from cover sheet) Motor - Fine Motor Projected Duration 5/30/91 to 5/30/92
(Excludes School Vacations/Follows School Calendar)

SHORT TERM OBJECTIVES AND CRITERION LEVEL:

#3 OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)
Peter will build with both large and small blocks and legos making towers, bridges, roads, steps.	same as #1	

EVALUATION PROCEDURES: Observation

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments:
1) 11-15-91	☐	☐	1)
2)	☐	☐	2)
3)	☐	☐	3)
4)	☐	☐	4)

#___ OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)

EVALUATION PROCEDURES:

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments:
1)	☐	☐	1)
2)	☐	☐	2)
3)	☐	☐	3)
4)	☐	☐	4)

#___ OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)

EVALUATION PROCEDURES:

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments:
1)	☐	☐	1)
2)	☐	☐	2)
3)	☐	☐	3)
4)	☐	☐	4)

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Yellow - Local School District
Pink - Parent

5b Individual Education Program Goals and Objectives
Peter's Early Childhood IEP

8/91

Figure 4.3 (6 of 13)

GRANT WOOD AEA
Special Education Division
4401 Sixth Street SW
Cedar Rapids, IA 52404-4499
1-319-399-6700
1-800-332-8488

Individualized Education Program Goals and Objectives

Today's Date 5-30-91

Name: Peter Birthdate: (Mo Day Yr) Grade: Pre

GOAL AREA (from cover sheet) Behavioral/Social (Adaptive) Projected Duration 5-30-91 to 5-30-92 (Excludes School Vacations/Follows School Calendar)

PRESENT LEVELS OF PERFORMANCE: (Statements describing the student's present achievement and/or behaviors in observable and measurable terms.) *Peter usually follows classroom routines – often anticipates the next activity. He is easily distracted by people coming and going & noises. He tends to follow adults who are important to him if they leave the area he is in. He seeks frequent adult attention but can complete most activities in the 2-3 year old group independently. During fingerplays he sometimes participates and sometimes has trouble sitting. He does best with individual directions & reinforcement.*

GOAL STATEMENT: (A goal is stated for each area checked on the cover page of this IEP. The goal should clearly specify the anticipated outcome.) *Peter will follow varied classroom directions given to a small group with only one prompt and to large group with teacher or peer support. He will stay in assigned areas or with group in spite of minor distractions. He will sit in circle type activity without disturbing others & volunteering for non-verbal parts. He will wait for teacher assistance for a few minutes & work/play independantly for 5-10 minutes.*

DATE REVIEWED _____ ACCOMPLISHED ____ NOT ACCOMPLISHED ___ COMMENTS:

SHORT TERM OBJECTIVE AND CRITERION LEVEL: (Short term objectives must be behaviorally stated. They are measurable intermediate steps between a student's present level of performance in an area and the desired level of performance reflected in the goal statement.)

#1 OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)
Peter will usually follow directions that are not routine in a group of 4-6 children when directions are given to the whole group & are within his receptive language abilities with no more than one prompt.	*Parents; EC social worker & consultant consulting w/private preschool, speech & ECSE during integration activities*	

EVALUATION PROCEDURES: *Teacher observation*

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments:
1) 11/15/91	☐	☐	1)
2)	☐	☐	2)
3)	☐	☐	3)
4)	☐	☐	4)

#2 OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)
He will follow directions given to his whole class with some individual follow-up from an adult or a peer asked to help him most of the time	*same as # 1*	

EVALUATION PROCEDURES: *Teacher observation*

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments:
1) 11/15/91	☐	☐	1)
2)	☐	☐	2)
3)	☐	☐	3)
4)	☐	☐	4)

5a Individual Education Program Goals and Objectives 8/91

Peter's Early Childhood IEP

Figure 4.3 (7 of 13)

GRANT WOOD AEA
Special Education Division
4401 Sixth Street SW
Cedar Rapids, IA 52404-4499
1-319-399-6700 or 1-800-332-8488

Individualized Education Program Goals and Objectives

(continued from previous page) Today's Date 5-30-91

Name: Peter Birthdate: (Mo Day Yr) Grade: Pre

GOAL AREA (from cover sheet) Behavioral/Social (Adaptive) Projected Duration 5-30-91 - 5-30-92 (Excludes School Vacations/Follows School Calendar)

SHORT TERM OBJECTIVES AND CRITERION LEVEL:

# 3 OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)
Peter will stay in assigned area for activity or with the group when moving from place to place or on field trip in spite of minor distractions like adult coming or going or ordinary noises - most of time	same as #1	

EVALUATION PROCEDURES: Teacher observations

Scheduled Review Dates	Accomplished Y	N	Comments:
1) 11-15-91	☐	☐	1)
2)	☐	☐	2)
3)	☐	☐	3)
4)	☐	☐	4)

# 4 OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)
Peter will sit in a group activity (like circle time) without disturbing others most of the time, and will volunteer sometimes for non-verbal parts of activity.	same as #1	

EVALUATION PROCEDURES: Teacher observations

Scheduled Review Dates	Accomplished Y	N	Comments:
1) 11-15-91	☐	☐	1)
2)	☐	☐	2)
3)	☐	☐	3)
4)	☐	☐	4)

# 5 OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)
Peter will wait for adult assistance when he is stuck or finished an activity for 2-3 minutes	same as #1	

EVALUATION PROCEDURES: Teacher observations

Scheduled Review Dates	Accomplished Y	N	Comments:
1) 11-15-91	☐	☐	1)
2)	☐	☐	2)
3)	☐	☐	3)
4)	☐	☐	4)

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Yellow - Local School District
Pink - Parent

5b Individual Education Program Goals and Objectives
Peter's Early Childhood IEP

8/91

Figure 4.3 (8 of 13)

GRANT WOOD AEA
Special Education Division
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1-319-399-6700 or 1-800-332-8488

Individualized Education Program Goals and Objectives

(continued from previous page) Today's Date 5-30-91

Name: Peter Birthdate: ____ (Mo Day Yr) Grade: Pre

GOAL AREA (from cover sheet) Behavioral/Social (Adaptive) Projected Duration 5-30-91 - 5-30-92 (Excludes School Vacations/Follows School Calendar)

SHORT TERM OBJECTIVES AND CRITERION LEVEL:

# 6 OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)
He will work or play independently for 5-10 minutes at home and at school most days.	same as #1	

EVALUATION PROCEDURES: Teacher/Parent report

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments:
1) 11-15-91	☐	☐	1)
2)	☐	☐	2)
3)	☐	☐	3)
4)	☐	☐	4)

#___ OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)

EVALUATION PROCEDURES:

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments:
1)	☐	☐	1)
2)	☐	☐	2)
3)	☐	☐	3)
4)	☐	☐	4)

#___ OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)

EVALUATION PROCEDURES:

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments:
1)	☐	☐	1)
2)	☐	☐	2)
3)	☐	☐	3)
4)	☐	☐	4)

White - GWAEA Central File
Yellow - Local School District
Pink - Parent

5b Individual Education Program Goals and Objectives
Peter's Early Childhood IEP
8/91

Figure 4.3 (9 of 13)

GRANT WOOD AEA
Special Education Division
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1-319-399-6700
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Individualized Education Program Goals and Objectives

Today's Date 5-30-91

Name: Peter Birthdate: _____ (Mo Day Yr) Grade: Pre

GOAL AREA (from cover sheet) Developmental/ Preacademic Projected Duration 5-30-91 to 5-30-92
(Excludes School Vacations/Follows School Calendar)

PRESENT LEVELS OF PERFORMANCE: (Statements describing the student's present achievement and/or behaviors in observable and measurable terms.) *Peter matches pictures, shapes, identical objects. Color matching is not consistent. He understands sets of one and two. He engages in representative play with adult support. He plays independently with a variety of toys. Running and tumbling, pasting, water play are still favorites. Taking turns is beginning to develop. He often uses pushing or pulling to get other children to play or to tell them not to —. He follows single step directions with concepts at the 2 1/2 year level.*

GOAL STATEMENT: (A goal is stated for each area checked on the cover page of this IEP. The goal should clearly specify the anticipated outcome.) *Peter will match and identify basic colors and shapes and make sets of 3 . He will follow simple one and two step directions involving concepts appropriate to the 3 year level (see obj. 6 & 7). He will engage in representative play and group games with other children, taking turns and using communication strategies other than physical ones.*

DATE REVIEWED _____ ACCOMPLISHED ____ NOT ACCOMPLISHED ___ COMMENTS:

SHORT TERM OBJECTIVE AND CRITERION LEVEL: (Short term objectives must be behaviorally stated. They are measurable intermediate steps between a student's present level of performance in an area and the desired level of performance reflected in the goal statement.)

#1 OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)
He will : a) match 4 colors correctly most of the time b) identify 4 colors correctly c) identify 3 shapes correctly	Parents; EC consultant & social worker consulting w/private preschool and parents; speech therapy	

EVALUATION PROCEDURES: Observation, trials during activities — Parents, teachers report

Scheduled Review Dates	Accomplished Y	N	Comments:
1) 11/15/91	☐	☐	1)
2)	☐	☐	2)
3)	☐	☐	3)
4)	☐	☐	4)

#2 OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)
He will make sets of one, two, or three objects by — a) getting requested # of things b) identifying sets (where is the one with three?)	See # 1	

EVALUATION PROCEDURES: Observation, trials during activities — Parents, teachers report

Scheduled Review Dates	Accomplished Y	N	Comments:
1) 11/15/91	☐	☐	1)
2)	☐	☐	2)
3)	☐	☐	3)
4)	☐	☐	4)

5a Individual Education Program Goals and Objectives 8/91

Peter's Early Childhood IEP

Figure 4.3 (10 of 13)

GRANT WOOD AEA
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Individualized Education Program Goals and Objectives

(continued from previous page) Today's Date 5-30-91

Name: Peter Birthdate: _____ (Mo Day Yr) Grade: Pre

GOAL AREA (from cover sheet) Developmental/Preacademic Projected Duration 5-30-91 - 5-30-92
(Excludes School Vacations/Follows School Calendar)

SHORT TERM OBJECTIVES AND CRITERION LEVEL:

# 3 OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)
He will use objects in play with other children in representative ways (e.g. feed & put dolls to bed, run cars, play buying things at store, make "food" in sand)	See #1 plus consultation w/ECSE classroom during integration activities	

EVALUATION PROCEDURES: Teacher observations

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments:
1) 11-15-91	☐	☐	1)
2)	☐	☐	2)
3)	☐	☐	3)
4)	☐	☐	4)

#4 OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)
He will follow rules in simple group games with other children – take turns do actions (e.g. ring around rosy, duck-duck-goose) most of the time	Same as #3	

EVALUATION PROCEDURES: Teacher observations

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments:
1) 11-15-91	☐	☐	1)
2)	☐	☐	2)
3)	☐	☐	3)
4)	☐	☐	4)

#5 OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)
When he wants other children to play or not to play he will use gestures, signs or words to tell them rather than push/pull most of the time	Same as #3	

EVALUATION PROCEDURES: Teacher observations

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments:
1) 11-15-91	☐	☐	1)
2)	☐	☐	2)
3)	☐	☐	3)
4)	☐	☐	4)

White - GWAEA Central File
Yellow - Local School District
Pink - Parent

5b Individual Education Program Goals and Objectives
Peter's Early Childhood IEP

8/91

Figure 4.3 (11 of 13)

GRANT WOOD AEA
Special Education Division
4401 Sixth Street SW
Cedar Rapids, IA 52404-4499
1-319-399-6700 or 1-800-332-8488

Individualized Education Program Goals and Objectives

(continued from previous page) Today's Date 5-30-91

Name: Peter Birthdate: ____ (Mo Day Yr) Grade: Pre

GOAL AREA (from cover sheet) Developmental/Preacademic Projected Duration 5-30-91 - 5-30-92
(Excludes School Vacations/Follows School Calendar)

SHORT TERM OBJECTIVES AND CRITERION LEVEL:

#6 OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS
Peter will follow simple directions involving language concepts appropriate to the 36 month level (see comments)	same as #3	Initial: (OPTIONAL) 1. interest appropriate activities 2. immediate environment 3. attention cues (face-to-face eye ___) 4. visual cues - assist if necessary 5. appropriate reinforcement

EVALUATION PROCEDURES:

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments: same/different; fast/slow; around; in front/in back; next to; more, two, three
1) 11-15-91	☐	☐	1)
2)	☐	☐	2)
3)	☐	☐	3)
4)	☐	☐	4)

#7 OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)
Peter will follow simple 2-part directions involving objects, actions and locations	Same as #3	see #6

EVALUATION PROCEDURES:

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments:
1)	☐	☐	1)
2) 11-15-91	☐	☐	2)
3)	☐	☐	3)
4)	☐	☐	4)

#___ OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)

EVALUATION PROCEDURES:

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments:
1)	☐	☐	1)
2)	☐	☐	2)
3)	☐	☐	3)
4)	☐	☐	4)

White - GWAEA Central File
Yellow - Local School District
Pink - Parent

5b Individual Education Program Goals and Objectives
Peter's Early Childhood IEP

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Figure 4.3 (12 of 13)

GRANT WOOD AEA
Special Education Division
4401 Sixth Street SW
Cedar Rapids, IA 52404-4499
1-319-399-6700
1-800-332-8488

Individualized Education Program Goals and Objectives

Today's Date 5-30-91

Name: Peter Birthdate: (Mo Day Yr) Grade: Pre

GOAL AREA (from cover sheet) Self-Help/Adaptive Projected Duration 5-30-91 to 5-30-92
(Excludes School Vacations/Follows School Calendar)

PRESENT LEVELS OF PERFORMANCE: (Statements describing the student's present achievement and/or behaviors in observable and measurable terms.) Peter is independent in eating. In dressing he needs assistance. He can put on tennis shoes on his own. He uses the toilet about half the time. He washes his hands and dries them but doesn't dry them well. Because of the ecrema on his hands it is important that he rinse and dry well.

GOAL STATEMENT: (A goal is stated for each area checked on the cover page of this IEP. The goal should clearly specify the anticipated outcome.) Peter will use the toilet independantly, managing his clothes except for difficult fasteners, will wash and dry hands effectively. He will put on and take off outdoor clothing, shoes, boots independantly except for fastenings.

DATE REVIEWED _____ ACCOMPLISHED ____ NOT ACCOMPLISHED ___ COMMENTS:

SHORT TERM OBJECTIVE AND CRITERION LEVEL: (Short term objectives must be behaviorally stated. They are measurable intermediate steps between a student's present level of performance in an area and the desired level of performance reflected in the goal statement.)

# 1 OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)
He will use the toilet independantly pulling clothing up and down and having only occasional accidents. He may need help with fastenings.	Parents; EC social worker consulting w/ private preschool and parents	

EVALUATION PROCEDURES: Parents, teachers report

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments:
1) 11/15/91	☐	☐	1)
2)	☐	☐	2)
3)	☐	☐	3)
4)	☐	☐	4)

# 2 OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)
He will wash, rinse, and dry hands so they are free of soap and dry when he is done.	same as #1	

EVALUATION PROCEDURES: Parents, teachers report

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments:
1) 11/15/91	☐	☐	1)
2)	☐	☐	2)
3)	☐	☐	3)
4)	☐	☐	4)

Figure 4.3 (13 of 13)

GRANT WOOD AEA
Special Education Division
4401 Sixth Street SW
Cedar Rapids, IA 52404-4499
1-319-399-6700 or 1-800-332-8488

Individualized Education Program Goals and Objectives

(continued from previous page) Today's Date 5-30-91

Name: Peter Birthdate: (Mo Day Yr) Grade: Pre

GOAL AREA (from cover sheet) Self-Help Projected Duration 5-30-91 - 5-30-92
(Excludes School Vacations/Follows School Calendar)

SHORT TERM OBJECTIVES AND CRITERION LEVEL:

# 3 OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)
Peter will put on and take off with help only with fastening: a. fall jacket d. shoes (not tie) b. winter coat e. easy boots c. hat & gloves	Same as #1	

EVALUATION PROCEDURES: Parent/teachers report

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments:
1) 11-15-91	☐	☐	1)
2)	☐	☐	2)
3)	☐	☐	3)
4)	☐	☐	4)

#___ OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)

EVALUATION PROCEDURES:

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments:
1)	☐	☐	1)
2)	☐	☐	2)
3)	☐	☐	3)
4)	☐	☐	4)

#___ OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)

EVALUATION PROCEDURES:

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments:
1)	☐	☐	1)
2)	☐	☐	2)
3)	☐	☐	3)
4)	☐	☐	4)

White - GWAEA Central File
Yellow - Local School District
Pink - Parent

5b Individual Education Program Goals and Objectives
Peter's Early Childhood IEP

8/91

Example Two:

Jenny/Elementary School Level

The second example is of a child with a moderate mental disability and physical disability who is enrolled in a self-contained classroom in her neighborhood school and is transferring to a new teacher in the same school in the upcoming year. For the purpose of this example the child will be referred to as Jenny.

Jenny's Long-Term Planning Worksheet with notes from the case facilitator is provided (Figure 4.4). This worksheet is not included with the final documentation; the purpose is for the case facilitator to summarize in notes the consensus of the group that will allow the desired outcomes to be recorded on page 2 of the CEE and for the IEP to be developed. The case facilitator may chose to record these notes on a separate sheet of paper or on the CEE page itself as consensus is gained through the process. The notes are summarized on the worksheet in this example to allow the reader to more readily see the connection with the identified desired outcomes and the worksheet.

Figure 4.4 (1 of 2)

Child's Name: *Jenny* Date: *1/ /91*

LONG-TERM PLANNING WORKSHEET
for Desired Outcomes

Members of the educational team (parents and any involved school, AEA, and community agency personnel) will be meeting to develop goals and services that are important to be included in *Jenny*'s educational program over the next few years. Please identify areas listed below that you think are important options or skills for *Jenny*. At the IEP conference we will discuss these areas, jointly identify desired program options and skills, and develop the IEP to support our decisions regarding *Jenny*'s educational program.

Please review before the IEP meeting in order to be prepared to enter into this discussion.

Program Options

Ages 0-6

Community Education and Care
- In Home Child Care
- Day Care Center
- Pre-School
- Head Start
- At Risk Program

Early Childhood Special Education
- Parent Child Groups
- At Home Program
- Special Education Classroom

Support Services
- AEA
- Private

Other: _____

Ages 6-10

Regular Education
- Reading
- Language Arts
- Mathematics
- Social Studies
- Science
- Physical Education
- Art
- Music
- Before/After School Program
- At Risk Program

Special Education — *SSC*

Private School

Support Services
- AEA *SLP, OT, PT, APE*
- Private

Notes regarding discussion or consensus: *SSC. Reg. Ed. act. with 4th grade for 91-92; family wishes Jenny continue to attend middle and high school with her neighborhood school regular education peers.*

Intervention or services (time-limited or ongoing) needed for successful transition to the next program or educational setting(s): *Transfer of use of lang. board to next class & community (current SLP), cont. of computer act. (current teacher), monitoring scoliosis (new PT).*

Figure 4.4 (2 of 2)

Community Options
Participates in:
- Play with neighborhood friends
- Religious services/programs
- Camp
- ✔ Sports (swimming, soccer, gymnastics, etc.)
- ✔ Lessons (music, dance, art, etc.)
- Library
- Clubs (scouting, etc.)
- Family outings (eating out, shopping, parks, etc.)
- Family events (visiting friends and relatives, family occasions)
- Care for a pet
- Pursue a hobby
- Play board games
- Motor activity (shoot baskets, jump rope, ride bike, etc.)

Transportation Options
- Car
- Walk
- Bike
- School bus or van — Uses school bus & city bus (with class)
- Community transportation system

Skills for Success for Desired Program and Community Options
- Use self care skills (dressing, eating, toileting)
- ✔ Use school success skills (lunch, playground, building orientation) — *mobility around school*
- Use classroom success skills (follow directions, participate in groups, work alone)
- Problem solve (consider alternative solutions)
- ✔ Be responsible for personal belongings
- Initiate activities, routines
- ✔ Adjust to changes (routines, activities, people)
- Relate needs
- Make choices
- Get along with children
- Play alone and with others
- ✔ Travel to identified school and community locations
- ✔ Other: _____

Notes regarding discussion or consensus about community and transportation options: *Tolerate changes in routines; mobility stamina, get along with students (i.e., reduce attention-seeking, ↑variety of appropriate initiations, provide opportunities for interaction, be more independent in self-help & increase self confidence.*

Notes regarding discussion or consensus about skills for success: _____

Parent Options for Information or Assistance
- Understanding assessment, eligibility for special education services, labels
- Understanding legal rights
- Stating child's strengths and needs
- Stating goals for my child
- Finding out about program options
- Talking to experienced parents about program options
- Visiting program options
- Preparing my child for new programs
- ✔ Communicating positively with new adults who will be involved with my child
- ✔ Arranging for non-classroom community activities
- Arranging for child care
- Arranging transportation
- Finding out about costs of programs and sources of financial assistance
- Obtaining or coordinating needed services for my child or our family

Notes regarding discussion or consensus: *Avenues to have positive communication with new teacher; community activities.*

Jenny's Long Term Planning
Worksheet for ~~Early Childhood and~~ Grades K-5

Figure 4.5 provides an example of the desired outcomes recorded on page 2 of the CEE, the team recommendations for programming and support services, and the rationale for adding the transition planning and integration goal areas and transportation service.

Figure 4.5

GRANT WOOD AEA
Special Education Division
4401 Sixth Street SW
Cedar Rapids, IA 52404-4499
1-319-399-6700
1-800-332-8488

Comprehensive Educational Evaluation

Team Summary & Conclusions School Year 19 90 – 91

STUDENT (Please Print) _____ Jenny _____ BIRTHDATE (Mo Day Yr) _____ GRADE Elem.
(Last) (First) (MI)

Case Facilitator / Position Consultant, Special Education Date: _____

Diagnostic Impressions:

Desired Outcomes: List annual/long-term outcomes. Incorporate into **IEP** (I), **Transition** (T), and/or **Modification to Regular Ed.** (M)

Code: I, T, M	
I & T	1. Get along with children (i.e., reduce attention-seeking, increase variety of appropriate initiations, have opportunities for interaction).
I & T	2. Regular education experiences for social interaction, friendship building, and skill generalization.
T	3. Transfer use of language board and support to family in developing board for community use.
I	4. Maintenance and continued skill building in use of the computer.
I & T	5. Maintain muscle strength, increase school & community mobility.
T	6. Monitor scoliosis
I	7. Be more independent in self-help.
T	8. Adjust to changes – next class
T	9. Family involve Jenny in community recreational activities.
T	10. Family establish communication with new classroom teacher and become oriented to new class routines.

Team Recommendations:

1. Continue educational programming in a special self-contained class with integration into age-appropriate regular education classes and activities. Her program will continue to focus on programming in the following goal areas: Self-Help/Daily Living/Domestic; Community; Recreation; Leisure; and Vocational and begin addressing integration and transition planning goal areas this spring.
2. Continue the following AEA support services: speech/language; OT, PT, APE and add transportation on the school bus.
3. Plan with the family avenues for Jenny to continue her schooling with her neighborhood regular education peers at the middle and high school levels.

Options Considered /Reasons Rejected: (document at IEP conference)

1. Add transition planning goals and objectives to the IEP to support Jenny's transfer to her new class, assist in meeting her desired outcomes, and plan for her middle school attendance.
2. Add integration goal to IEP to support desired outcomes of increasing social competence, friendship building, and skill generalization.
3. Add transportation as a service; the family currently, by choice, transports Jenny to school by car.

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Yellow - Local School District
Pink - Parent 8/91

Jenny's CEE — page 2 CEE-b Team Summary & Conclusions

BEST COPY AVAILABLE

Figure 4.6 provides an example of how the IEP Transition Planning present level of performance and goal statement could be written to reflect the team's consensus of long-term outcomes and translate those outcomes into a goal statement that can be reviewed and addressed annually within the IEP.

Figure 4.6

GRANT WOOD AEA
Special Education Division
4401 Sixth Street SW
Cedar Rapids, IA 52404-4499
1-319-399-6700
1-800-332-8488

Individualized Education Program Goals and Objectives

Today's Date _____

Name: *Elementary Primary Student – Jenny* Birthdate: _____ (Mo Day Yr) Grade: *elem*

GOAL AREA (from cover sheet) *Transition Planning* Projected Duration *1-23-91 – 1-23-92*
(Excludes School Vacations/Follows School Calendar)

PRESENT LEVELS OF PERFORMANCE: (Statements describing the student's present achievement and/or behaviors in observable and measurable terms.)
Jenny lives at home with her parents and two older brothers. She will move to the elementary intermediate MDT class in the fall of 1991. She is presently not participating in any regular education or peer interaction activities. Her school curriculum addresses community interaction and skill building for community functioning.

GOAL STATEMENT: (A goal is stated for each area checked on the cover page of this IEP. The goal should clearly specify the anticipated outcome.) *To assist the family, student, and team in planning for Jenny's smooth transition to the next class, and to meet their long term goals for Jenny in the areas of social competence, vocational, mobility, health monitoring, communication, and future living in community settings.*

DATE REVIEWED _____ ACCOMPLISHED ____ NOT ACCOMPLISHED ___ COMMENTS:

Jenny's Transition Planning Goal Statement :
5a Individual Education Program Goals and Objectives 8/91

Examples of IEP objectives written to address desired outcomes that are to be included in the transition planning goal area of the IEP (see Code T in left hand column on page 2 of CEE [Figure 4.5]) are provided below. A desired outcome as listed in Figure 4.5 is followed by a sample IEP objective.

Desired outcome 1: Get along with children (i.e., reduce attention-seeking, increase variety of appropriate initiations, have opportunities for interaction).
and
Desired outcome 2: Regular education experiences for social interaction, friendship building, and skill generalization.

IEP example:

# 1 OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)
Jenny will have on-going, positive interactions with her same age peers in recreational activities throughout her educational experience to increase peer acceptance and learn interaction skills.	*Teacher in conjunction with reg. ed. teacher, team bldg. principal*	*Opportunities for recreational instructions will be assessed and implemented annually as appropriate for Jenny. (See comments below)*

EVALUATION PROCEDURES: *Review by team each fall and at the IEP conference*

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments: *Team ideas included structured games, turn-taking on the computer*
1) *9/25/91*	☐	☐	1)
2) *1-23-92*	☐	☐	2)
3)	☐	☐	3)
4)	☐	☐	4)

#2 OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)
Jenny will increase her interaction skills and her peer acceptance throughout her educational career and during opportunities provided throughout her school day.	*Teacher with 4th grade reg. ed teachers, bldg. principal, SLP (see integration goal page)*	*Service providers meet to review opportunities and develop timelines to expand activities throughout the 91-92 school year (See comments below).*

EVALUATION PROCEDURES: *Team meeting to review outcome of meeting*

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments: *Ideas include art, language arts*
1) *9-25-91*	☐	☐	1)
2)	☐	☐	2)
3)	☐	☐	3)
4)	☐	☐	4)

Desired Outcomes 1 and 2 from Fig. 4.5

Desired Outcome 3: Transfer use of language board and support to family in developing board for community use.

IEP Example:

# 3 OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)
Jenny will transfer her skills of using her communication board at school to the community for use at home and with the family in the community	*Parents; Sp/ Lang. consultation with parents*	*Speech/language pathologist will consult with the family re: design, implementation, and monitoring.*

EVALUATION PROCEDURES: *Parent reports to speech/lang. path. & teacher*

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments:
1) *9/25/91*	❑	❑	1)
2) *11/20-91*	❑	❑	2)
3) *1-23-92*	❑	❑	3)
4) *4-23-92*	❑	❑	4)

# 4 OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)
Jenny will continue to use her communication board in her new classroom; she will maintain present level and expand content and function (see comm. & integration goal areas)	*Teacher; Sp/ Lang. pathologist*	*Current teacher & SLP and new (1991) teacher and SLP will review comm. board, procedures, and goals in the spring of 1991.*

EVALUATION PROCEDURES: *Team meeting to report outcome of meeting*

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments:
1) *5/21/91*	❑	❑	1)
2)	❑	❑	2)
3)	❑	❑	3)
4)	❑	❑	4)

Desired Outcome 3 from Fig. 4.5

Desired Outcome 5: Maintain muscle strength, increase school and community mobility.
and
Desired Outcome 6: Monitor scoliosis.

IEP Example:

# 5 OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)
Jenny will maintain her range motorically through vocational activities that support strengthening the spine.	*Teacher*	*Add picking up attendance slips to the IEP Vocational Domain in the fall of 1991.*

EVALUATION PROCEDURES: *Team review in the fall to see if in place*

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments:
1) *9/25/91*	☐	☐	1)
2)	☐	☐	2)
3)	☐	☐	3)
4)	☐	☐	4)

# 6 OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)
Jenny will maintain her muscle strength to prevent scoliosis progression.	*Teacher; OT; PT*	*Annually consider activities for:* • *reaching bilaterally* • *reaching left* • *rotating clockwise to left* • *upright sitting posture* • *carrying objects* • *positioning materials to the right*

EVALUATION PROCEDURES: *Assess activities in the Fall & IEP Rev.*

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments:
1) *9-25-91*	☐	☐	1)
2) *1-23-92*	☐	☐	2)
3)	☐	☐	3)
4)	☐	☐	4)

# 7 OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)
Jenny will maintain her health status to maximize participation in educational activities.	*Teacher w/regular communication with parents.*	*Team will review annually the amount of rest Jenny needs during the school day. Naps will be incorporated into the daily routine*

EVALUATION PROCEDURES: *Annual review; teacher & parent report*

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments:
1) *1/23/92*	☐	☐	1)
2)	☐	☐	2)
3)	☐	☐	3)
4)	☐	☐	4)

# 8 OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)
Jenny will travel as independantly as possible, using community resources & school buses.	*Teacher in conjunction with parents and transportation office.*	*Teacher will assist the family in arranging for school bus transportation to and from school.*

EVALUATION PROCEDURES: *Review in Fall to check if Jenny is riding bus to school.*

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments:
1) *9/25/91*	☐	☐	1)
2)	☐	☐	2)
3)	☐	☐	3)
4)	☐	☐	4)

Desired Outcomes 5 and 6 from Fig. 4.5

Desired Outcome 8: Adjust to changes to next class.

IEP example:

# 9 OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)
Jenny will become aware that she is attending a different class and will have a different teacher during the 1991-92 school year.	*Teachers; student visit during school day*	*Arrange a visit for students going to the new class*

EVALUATION PROCEDURES: *Team meeting to review outcome of visit & if other activities needed*

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments:
1) *5/21/91*	☐	☐	1)
2)	☐	☐	2)
3)	☐	☐	3)
4)	☐	☐	4)

Desired Outcome 8 from Fig. 4.5

Desired Outcome 9: Family involve Jenny in community recreation activities.

IEP Example:

# 10 OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)
Jenny will participate in community recreational activities to increase stamina and improve communication, peer interaction, and behavior.	*Parents*	*Parents will enroll Jenny in community recreation center activities.*

EVALUATION PROCEDURES: *Annually at the IEP conference with family.*

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments:
1) *1/23/92*	☐	☐	1)
2)	☐	☐	2)
3)	☐	☐	3)
4)	☐	☐	4)

Desired Outcome 9 from Fig. 4.5

Desired Outcome 10: Family establish communication with new classroom teacher and become oriented to new class routines.

IEP Example:

# 11 OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)
Jenny's parents will increase their understanding of the curriculum and schedule of Jenny's new class for 1991-1992.	*Teachers arrange with parents; parents visit*	*Parents will visit Jenny's class for 1991-92.*

EVALUATION PROCEDURES: *Teacher or parent report at team meeting*

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments:
1) *5/21/91*	❑	❑	1)
2)	❑	❑	2)
3)	❑	❑	3)
4)	❑	❑	4)

Desired Outcome 10 from Fig. 4.5

Example Three:

A.J./High School Level

The third example is of a youth who is enrolled in a self-contained with integration (S.C.I.) program in high school and is in the middle of his junior year. He has had numerous absences from school and has failed classes during the first part of the school year. For the purpose of this example, the student will be referred to as A.J.

A.J.'s Long-Term Planning Worksheet with notes from the case facilitator is provided (Figure 4.7). As with the other examples, the case facilitator notes are summarized on the worksheet in this example to allow the reader to more readily see the connection with the identified desired outcomes and the worksheet.

Figure 4.7 (1 of 2)

Child's Name: A.J. Date: _____

LONG-TERM PLANNING WORKSHEET
for Desired Outcomes

Members of the educational team (parents, student, and any involved school, AEA, and community agency personnel) will be meeting to develop goals and services that are important to be included in A.J.'s educational program over the next few years. Please identify areas listed below that you think are important options or skills for A.J.. At the IEP conference we will discuss these areas, jointly identify desired program options and skills, and develop the IEP to support our decisions regarding A.J.'s educational program.

Please review before the IEP meeting in order to be prepared to enter into this discussion.

Program Options

School

Regular Education
- Language Arts
- Mathematics
- Social Studies
- Science
- Physical Education
- Foreign Language
- Home Economics
- Industrial Technology
- Business Education
- Driver's Education
- (•) Electives _____
- _____
- At Risk Program

Special Education

Support Services
- AEA
- Private

Post-School

Employment
- (•) Full-time
- Part-time
- At Home
- Military
- Other _____

Education
- Four Year College
- Two Year College
- (•) Tech./Trade School
- Other Type of School
- No Additional Education

Living Arrangements
- Parent's or Relative's Home
- (•) Own Apartment/Home
- Dormitory
- Other _____

Notes regarding discussion or consensus: Needs to pass required courses to grad. with classmates; needs to determine cost of car, income needed to obtain apt. with girlfriend after graduation.

Intervention or services (time-limited or ongoing) needed for successful transition to the next in school and post-school settings: financial support for community college guidance counseling for career interest assessment and planning.

Figure 4.7 (2 of 2)

Community Options/Leisure

Home
- Cooks/bakes
- Plays games (cards, checkers, pool, etc.)
- Exercises
- Listens to music, plays an instrument, sings
- Does maintenance work (house, garden, yard, car)
- Reads
- Relaxes/sleeps
- Pursues hobbies
- Cares for pet
- Spends time with family
- Watches TV
- Other _____

Community
- Participates in clubs, church groups
- Goes dancing
- Drives around
- Eats out
- Goes shopping
- Goes to movies
- Goes camping
- Uses recreation facilities
- Participates in individual, dual, or team sports
- Jogs, power walks
- Attends recreation classes
- Socializes with friends/dates
- Watches sporting events
- Other _____

Transportation Options
- Own car
- Family car
- Car pool
- Bike
- Walk
- Taxi
- Public transportation

Skills for Success in Desired School and Post-School Options
- Gets along with students
- Gets along with adults
- Exerts self control
- Is responsible
- Initiates activities, routines
- Adjusts to change (routines, activities, people)
- Uses classroom success skills (follows directions, participates in groups, works alone, uses study skills)
- Learns new skills
- Relates needs
- Problem solves (considers alternative solutions)
- Makes decisions
- Represents self in meetings and for obtaining accommodations)
- Travels to desired school and community locations

Notes regarding discussion or consensus about community/leisure options and transportation options: _____

Notes regarding discussion or consensus about skills for success: _____

Parent Options for Information or Assistance
- Understanding legal rights
- Stating child's strengths and needs
- Stating goals for my child
- Finding out about school and post-school program options
- Talking to experienced parents about program options
- Visiting program options
- Preparing my child for new programs
- Communicating positively with new adults who will be involved with my child
- Arranging for non-classroom community activities
- Arranging transportation
- Finding out about costs of programs and sources of financial assistance
- Obtaining or coordinating needed services for my child or our family

Notes regarding discussion or consensus: *Parents & student work with school social worker on these options.*

A.J.'s **RTP Long-Term Planning Worksheet - Grades 6-12**

Figure 4.8 provides an example of the Desired Outcomes recorded on page 2 of the CEE and the Team Recommendations for programming and support services.

Figure 4.8

GRANT WOOD AEA
Special Education Division
4401 Sixth Street SW
Cedar Rapids, IA 52404-4499
1-319-399-6700
1-800-332-8488

Comprehensive Educational Evaluation

Team Summary & Conclusions

School Year 19 91 - 92

STUDENT (Please Print) _____ A. J. _____ (Last) (First) (MI) BIRTHDATE _____ (Mo Day Yr) GRADE 11

Case Facilitator / Position Consultant, Special Education Date: _____

Diagnostic Impressions:

Desired Outcomes: List annual/long-term outcomes. Incorporate into **IEP** (I), **Transition** (T), and/or **Modification to Regular Ed.** (M)

Code: I, T, M	
I	1. Graduate from high school by completing required courses for graduation.
T	2. Attend the community college for technical training or enter the military.
T	3. Work full-time after training; part-time during training.
T	4. Live in own apartment
T	5. Obtain own car.
I	6. Get along with adults
I	7. Learn new skills.
I	8. Adjust to changes.

Team Recommendations:

1. Continue S.C.I. program with a focus on graduation from high school on schedule.
2. Continue school social worker support services.

Options Considered /Reasons Rejected: (document at IEP conference)

White - GWAEA Central File
Yellow - Local School District
Pink - Parent 8/91

A.J.'s CEE — page 2
CEE-b Team Summary & Conclusions

Figure 4.9 provides an example of how the IEP Transition Planning present level of performance and goal statement could be written to reflect the team's consensus of long-term outcomes and translate those outcomes into a goal statement that can be reviewed and addressed annually within the IEP.

Figure 4.9

Individualized Education Program Goals and Objectives

Today's Date _____

Name: A.J. Birthdate: _____ (Mo Day Yr) Grade: 11

GOAL AREA (from cover sheet) Transition Planning Projected Duration 1-23-91 - 1-23-92
(Excludes School Vacations/Follows School Calendar)

PRESENT LEVELS OF PERFORMANCE: (Statements describing the student's present achievement and/or behaviors in observable and measurable terms.) *A.J. has numerous absences and failed classes first semester this year and his likelihood of graduating on schedule is diminishing. He currently lives at home and works part-time at a gas station; he does not know his hourly wage. He does not know the cost of obtaining and maintaining a car or of renting an apartment and paying utilities and other living costs. His parents are supportive but are focused on getting A.J. to school and, as a family, they have done no long-term planning or identified avenues to help A.J. reach his goals.*

GOAL STATEMENT: (A goal is stated for each area checked on the cover page of this IEP. The goal should clearly specify the anticipated outcome.) *To assist A.J. and his family attain A.J.'s desired long-term outcomes of living in an apartment, owning a car, attending technical training or the military, and subsequently working full-time and being self-supporting.*

DATE REVIEWED _____ ACCOMPLISHED ____ NOT ACCOMPLISHED ___ COMMENTS:

A.J.'s Transition Planning Goal Statement

5a Individual Education Program Goals and Objectives 8/91

Examples of IEP objectives written to address desired outcomes that are to be included in the transition planning goal area of the IEP (see Code T in left hand column on page 2 of CEE [Figure 4.8]) are provided below. Objectives related to graduation were included under the goal area Study Skills in his IEP. A desired outcome as listed in Figure 4.8 is followed by a sample IEP objective.

Desired Outcome 2: Attend the community college for technical training or enter the military.

IEP example:

# 1 OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)
Vocational / Post-Secondary: A.J. will visit Kirkwood College in C.R. and talk to an advisor about programs in industrial technology.	A.J. & parents	Review with counselor present job and interests to narrow/focus interest/ability

EVALUATION PROCEDURES: Appointment kept

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments:
1)_____	☐	☐	1)_____
2)_____	☐	☐	2)_____
3)_____	☐	☐	3)_____
4)_____	☐	☐	4)_____

# 2 OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)
A.J. will participate in an intake interview with a Voc. Rehab. counselor to discuss vocational education services.	A.J. and parents	Review transcript and interests, abilities

EVALUATION PROCEDURES: Appointment kept

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments:
1)_____	☐	☐	1)_____
2)_____	☐	☐	2)_____
3)_____	☐	☐	3)_____
4)_____	☐	☐	4)_____

# 3 OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)
A.J. will explore financial aid available should he choose to enroll in a course of study at Kirkwood, Cedar Rapids campus.	A.J. & his parents	Visit to Kirkwood and talk with Financial Aid officer

EVALUATION PROCEDURES: Appointment kept

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments:
1)_____	☐	☐	1)_____
2)_____	☐	☐	2)_____
3)_____	☐	☐	3)_____
4)_____	☐	☐	4)_____

# 4 OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)
A.J. will discuss financial opportunities after high school with both employment and further education	A.J., counseling office set appointments	Contact JTPA and Voc. Rehab. counselor

EVALUATION PROCEDURES: Appointment kept

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments:
1)_____	☐	☐	1)_____
2)_____	☐	☐	2)_____
3)_____	☐	☐	3)_____
4)_____	☐	☐	4)_____

# 5 OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)
A.J. will contact an Army recruiter to see what options are available through military service and will take military aptitude test.	A.J. & parents	A.J. understands he must have a diploma before being recruited for military service.

EVALUATION PROCEDURES: Appointment kept / test taken

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments:
1)_____	☐	☐	1)_____
2)_____	☐	☐	2)_____
3)_____	☐	☐	3)_____
4)_____	☐	☐	4)_____

Desired Outcome 2 from Fig. 4.8

BEST COPY AVAILABLE

Desired Outcome 3: Work full-time after training; part-time during training.

IEP example:

# 6 OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)
A.J. will complete an inventory to determine interest and ability for areas of employment	*school counselor, Kirkwood College*	*Discuss with counselor appropriateness of aptitude eval. at Kirkwood; review results of inventory with counselor*

EVALUATION PROCEDURES: *Inventory completed and evaluated*

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments:
1)_____	❑	❑	1)_____
2)_____	❑	❑	2)_____
3)_____	❑	❑	3)_____
4)_____	❑	❑	4)_____

# 7 OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)
Financial Planning: *A.J. will determine what his income would be if his employment at the gas station were full-time.*	*A.J., Resource teacher*	*Talk to station owner; may need to contact Job Service to determine deductions withheld from pay*

EVALUATION PROCEDURES: *Wages minus deductions calculated*

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments:
1)_____	❑	❑	1)_____
2)_____	❑	❑	2)_____
3)_____	❑	❑	3)_____
4)_____	❑	❑	4)_____

Desired Outcome 3 from Fig. 4.8

Desired Outcome 8: Live in own apartment.

IEP example:

# 8 OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)
Living Arrangements: A.J. will budget monthly living expenses for independent housing, transportation and food, based upon full-time employment at the gas station.	A.J., teacher	• Ask employer how much $/hr. he is making • Calculate ⅓ of income for living expenses.

EVALUATION PROCEDURES: Completed budget

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments:
1)_____	❑	❑	1)_____
2)_____	❑	❑	2)_____
3)_____	❑	❑	3)_____
4)_____	❑	❑	4)_____

# 9 OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)
A.J. will look at available apartments in ___ and will explore cost of monthly rent and utilities.	A.J. and parents	Check ads in newspaper, may need to contact phone, water, electric & gas companies.

EVALUATION PROCEDURES: Apartments visited / costs calculated

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments:
1)_____	❑	❑	1)_____
2)_____	❑	❑	2)_____
3)_____	❑	❑	3)_____
4)_____	❑	❑	4)_____

Desired Outcome 8 from Fig. 4.8

Desired Outcome 5: Obtain own car.

IEP example:

#10 OBJECTIVE AND CRITERIA LEVEL Mobility: A.J. and his parents will discuss his need for a car and the cost to purchase, insure, and maintain it.	SERVICE PROVIDERS (List by position) A.J. and his parents	STRATEGIES AND MATERIALS (OPTIONAL) Check ads in newspaper, visit used car dealers, contact insurance agent.

EVALUATION PROCEDURES: Costs calculated.

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments:
1)_____	☐	☐	1)_____
2)_____	☐	☐	2)_____
3)_____	☐	☐	3)_____
4)_____	☐	☐	4)_____

Desired Outcome 5 from Fig. 4.8

Summary and Recommendations for Developing IEP Objectives

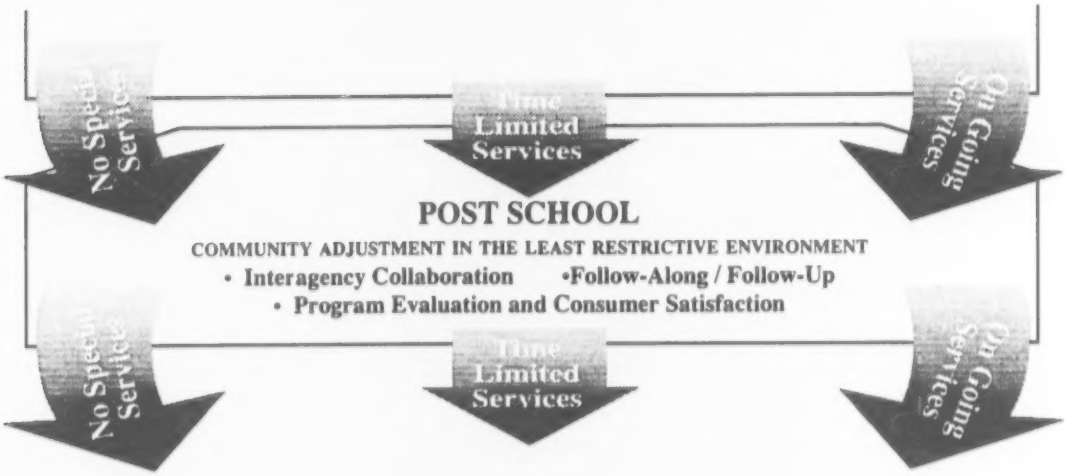
The three examples can only illustrate ways particular teams have determined to address individual desired outcomes of particular students. As educators gain more experience in approaching educational intervention in terms of long-term, desired outcomes and designing interventions to address these goals, we will learn much about the most useful and efficient way for teachers and team members to include these activities within the IEP and educational process. These examples are offered as just that; teachers and team members are encouraged to design educational interventions and IEP's that best meet their student's needs and are useful to the personnel involved in implementing the IEP goals.

Educators are advised to write the objectives in behavioral, outcome-related terms related to the desired outcomes identified in the CEE process. All of the examples above did not fulfill the advice regarding student-centered, behavioral terms, but did address the identified desired outcomes. Rather than referring to the previous examples, it may be more useful to view the writing of the objective from the perspective of what the objective is intended to accomplish. For the purpose of this discussion, lets us consider a few examples.

A typical occurrence is a student who does not have occupational areas of interest developed or is unable to assess those without some assistance. So the team writes the following objective, "Ralph will take an interest inventory with the guidance counselor." The student then takes the inventory and at IEP review the team marks accomplished. Because time has passed since the objective was written, they may or may not review the original intent (i.e., the student has identified, preferred areas of occupational interest). However, if the team had phrased the objective, "Ralph will identify his preferences for occupational areas", listed the guidance counselor as a service provider, and the inventory as a strategy, the team would be more apt to review based on the intended outcome and develop alternative strategies if the original strategy did not meet the intent.

Another common objective seen on student IEP's is, "Refer to DVR." The purpose of the referral is not clear. Could it be for support for postsecondary educational support, job training, evaluation, or exactly which service? Again, it is preferable to phrase the objectives in terms of the intent so if DVR services are unable to meet that intent or if the student is not eligible for DVR services, other strategies could be explored.

Chapter 5



Chapter Two outlined the Area 10 Transition Planning Procedure as well as specific considerations which are addressed as students move through the educational system. The end result of such planning is to prepare individuals to move from the educational service system into preferred community options. Chapter Five will review specific post-school considerations which support community adjustment for individuals with disabilities.

Community Adjustment

in the Least Restrictive Environment

Initial activities and focus at this level are on the adjustment of the graduate to the desired educational and/or community options that were identified while in school and for which the student was prepared. The graduate's success and any time-limited or ongoing services to support that success are reviewed regularly during the first year post-school for students who are obtaining services from an adult service agency or educational institution. For students who are not affiliated with such an agency, the graduate's status is reviewed and assistance offered at a six-month follow-along contact by members of the Transition Advisory Committee. At this point, unless the graduate is in a training program, the focus is on present adjustment and satisfaction with his/her current status rather than a preparatory focus that is expected when the graduate was a student in the educational system. Ideally, the student, with family involvement, has a school developed plan they are using to obtain and/or maintain post-school desired outcomes.

This chapter addresses organizational structures and activities that can support community adjustment post-school.

Interagency Collaboration

Perhaps the greatest strength of transition efforts in Area 10 has been the interagency collaboration and cooperation elicited from community service providers, educators, administrators and family members. The vehicle for this collaboration and cooperation has been the Transition Advisory Committee (TAC). The TAC provides a foundation which facilitates interagency cooperation, communication and linkage. If transition efforts are to be successful it is imperative that a strong advisory committee be in place. See Appendix B for specific strategies for developing a Transition Advisory Committee.

The Transition Advisory Committee is the mechanism for operationalizing and coordinating the ongoing commitment to develop and enhance resources which support transition services and option availability for students with disabilities. The TAC provides a monthly forum for the discussion of the many complex issues that are associated with the development of a more effective transition planning process and the initiatives which strengthen and support that process.

Role of the Transition Advisory Committee

A Transition Advisory Committee addresses multiple concerns. It is a group that plans, initiates, and coordinates action. No single agency controls the direction or decision making of the group. The TAC is held together by shared ownership and a common vision. In addition, the TAC:

- Provides a forum for educators and adult providers to share information regarding the types of services they provide.
- Identifies service delivery gaps.
- Develops and submits cooperative grants to address service delivery gaps.
- Assists in the development, implementation, monitoring, and evaluation of transition planning procedures.
- Evaluates transition planning efforts by conducting follow-up and follow-along contacts with special education graduates.
- Sponsors and provides information dissemination efforts to a range of audiences regarding transition planning, service options, and related issues.
- Plans and implements cooperative strategies to increase public awareness of the transition needs of students and outcomes of graduates with disabilities.
- Acts as a forum for cooperative, area-wide planning and the development of interagency agreements among various service providers.
- Oversees and provides input into transition related products developed in Area 10.

In summary, area transition activities are developed and supported with the involvement of members of the Transition Advisory Committee. The key to a healthy Transition Advisory Committee is the development of a level of cooperation, trust, communication, and linkage among the key agencies that allows the TAC to function in these roles.

Key collaborative activities

The TAC has engaged in many activities which have been effective in helping the TAC meet its goals. In this section key transition activities conducted by the TAC in Area 10 are described under the following areas:

1. Establishment of the Area 10 Transition Advisory Committee
2. Development of transition planning procedures
3. Increasing/enhancing an array of service options
4. Information dissemination efforts
5. Public relations and marketing
6. Impacting rural service delivery and options
7. Collaboration
8. Follow-along and follow-up of graduates from special education and program evaluation

Each of these key TAC activity areas is described briefly below.

TAC Key Activity Area 1:
Establishment of the Area 10 Transition Advisory Committee.
The establishment of an advisory committee by a group of area educators, service providers, parents and administrators is the first step an agency or area group considers in initiating transition activities. The TAC is able to assess local need, identify resources, prioritize activities, and coordinate transition activities into a cohesive system. The development of a committee is discussed in Appendix B.

TAC Key Activity Area 2:
Development of transition planning procedures.
Transition planning procedures are typically an early and ongoing activity of the TAC. The procedures define the content of transition planning, how transition participants interact in the process, and how the plans are incorporated into the system. Area 10's transition planning procedures as developed to date by the TAC are described in Chapter Two.

TAC Key Activity Area 3:
Increasing/enhancing an array of service options.
Transition planning activities assume options exist to which the students may transition. A major TAC activity is to develop and strengthen an array of adult service and resource options so students do in fact have viable options. The activities for increasing/enhancing options that have been addressed in Area 10 include:

a. **Post-Secondary Education Activities**
    1. Develop Project Vital, a post-secondary educational option at the community college for students with disabilities.
    2. Provide support, information, and referrals to Project Vital.

b. **Recreational-Leisure Activities**
    1. Participate in local committees of teachers, parents, TAC members and city recreation personnel to explore alternative uses of non-work time for adults

with disabilities. Many individuals work odd hours and often have not developed ways to spend non-work hours during the day when friends and family members are working, or for those in group homes, group home supervision is not available.

c. Living Arrangement Activities

1. Advocate for the development of smaller residential options for persons with disabilities, especially in the more rural counties.

d. Employment Activities

1. Participate in innovative projects. For example, the TAC collaborated with Options of Linn County, the local schools, GWAEA, and the Iowa Bureau of Special Education in a project to develop and demonstrate procedures to assist young people with moderate and severe/profound disabilities to transition to supported employment situations (Steele, et al., 1990).
2. Collaborate with local schools, GWAEA, rehabilitation facilities, and the University of Iowa and support federally funded projects in the area. For example, TAC members collaborate with a federally funded project providing supported employment to seniors with disabilities in a dispersed heterogeneous placement model.
3. Advocate for community based employment options for persons with disabilities.
4. Communicate with Kirkwood Community College Handicapped Services Program, specifically the Job Coach Training aspect, as to consumer needs and to obtain training for school and service provider job coaching personnel.
5. Communicate with the state supported employment task force of the Iowa Transition Initiative.

TAC Key Activity Area Four:
Information dissemination efforts.

Educators, parents, service providers, students and administrators require information about the transition planning process, educational and service options, and area resources in order to participate in transition planning and to improve transition related services. The Area 10 TAC recognizes that there is no one "magical" strategy and that TAC members must have an array of information dissemination strategies at their disposal. The TAC has disseminated such information in some of the following ways:

a. Utilize the AEA *LINKER*, an area-wide newspaper, as a means to disseminate transition information to all educators in Area 10. The LINKER includes a specific transition section which is edited by the Transition Specialists with content provided by the TAC.

b. Provide content to the Parent Educator Partnership (PEP) Newsletter as a means to provide information to parents and increase awareness of workshops, courses, etc., which may be available.

c. Develop a two-hour staff development course on transition and transition planning offered through the AEA Staff Development Program.

d. Offer building, district, or county informational forums on transition planning and related issues. Upon request, these forums are developed and delivered by TAC members. Information on the availability of these forums is made known through the various newsletters.

e. Offer the NEXT STEPS course, a fifteen-hour course in educational advocacy for parents and educators.

f. Develop an area service directory. This directory outlines adult service providers in the area and is provided to parents and educators. The directory is kept current through the inclusion of a one page insert in the LINKER newspaper.

g. Offer a Future Fair or Transition Fair for students and parents.

h. Develop a toll-free information and referral service. The United Way Information and Referral Service and Area 10 Transition Advisory Committee coordinate efforts to expand the information provided through the existing area wide toll-free number to be responsive to calls from teams, families, or persons with disabilities to identify needed resources. Provide training to I&R personnel regarding community services available for persons with disabilities and identify persons in each county to serve as local resource persons to I&R personnel.

i. Provide an I&R informational and referral brochure and a billfold sized card with the toll-free number to all seniors and their parents at the senior staff out conference.

TAC Key Activity Area Five:
Public relations and marketing.
Members of the TAC realized that community awareness of transition activities, our goals, and successes is important for community support of our educational and service programs and of our students and graduates as they seek their place in the community as adults. The TAC engages in the following activities to increase community support and awareness:

a. Establish a PR/Marketing subcommittee of TAC.

b. Establish a dialogue with local TV, radio, print media.

c. Communicate importance of transition planning and the need to have supports available in the community for persons with disabilities.

d. Submit letters to the editor and guest columns to the newspapers on transition related issues.

e. Communicate through existing community service organizations, (i.e., Civitan, Chamber of Commerce, Public Relations Association).

TAC Key Activity Area Six:
Impacting rural service delivery and options.
Any service delivery area consists of a mixture of educational and service agencies funded and organized through a combination of federal, state, area, and county organizational structures. In Area 10 seven counties have joined together to address services and student outcomes across these organizational structures. However, local issues are not always adequately addressed by the area wide TAC. Therefore, one activity of the TAC is to assist in forming local transition advisory groups by county to address local priorities and resource allocation. The TAC:

a. Assures that each county has representation on the Area 10 Transition Advisory Committee.

b. Identifies specific individuals in each county willing to serve as resource persons to the United Way Information and Referral Service.

c. Assists in developing local transition advisory groups in the five rural counties within AEA 10. Through communication and collaboration among the County

Board of Supervisors, educators, parents and adult service providers, the county's specific needs can be identified and strategies can be generated at a local level. Local transition advisory committees may also provide:

1. A communication bridge to the Area 10 TAC; an opportunity to address global rural issues across counties at the Area 10 TAC;
2. A vehicle for information dissemination efforts;
3. Local input and impact on the development and implementation of transition plans for students;
4. Local follow-along/follow-up of local graduates; and
5. A vehicle to impact long-term planning in each county by identifying needed resources.

TAC Key Activity Area Seven:
Collaboration.
Members of the Area 10 Transition Advisory Committee are effective in their efforts in part due to their ability to collaborate with local and state individuals in the area of transition. This active involvement includes some of the following activities:

a. Advise, support and assist in the development of all initiatives related to transition in our area.

b. Collaborate with area educators, parents, and community service providers.

c. Collaborate with Iowa Transition Initiative and State Bureau of Education personnel.

d. Encourage participation of community service providers in transition planning meetings.

e. Support and advocate for transition related initiatives such as statewide system change grants.

TAC Key Activity Area Eight:
Follow-Along/Follow-Up and Program Evaluation.
Assisting graduates in need of assistance and measuring the effectiveness of school and transition programming and processes are critical activities in which the TAC members participate. The TAC members base their degree and type of involvement in TAC key activities one through seven based on the information gained through follow-along/follow-up and other program evaluation activities. Follow-along, follow-up, and program evaluation as implemented in Area 10 is discussed in the remainder of this chapter.

In summary, the Transition Advisory Committee provides the foundation for transition efforts in Area 10. The committee is the key to facilitating cooperation and communication and linking key service systems. It is hoped that this chapter provides a brief overview of recommendations and strategies found to be successful in meeting many of our goals. Specific information relating to any of the strategies or activities outlined can be obtained by contacting the Transition Specialists in Area 10.

Follow-Along/Follow-Up

The true success of any planning process can best be measured by the outcomes of individuals who have had the benefit of receiving transition planning and the needed services. Typically, a follow-up study is the tool used to investigate what happens to a group of students after an event has occurred (Levine, Allen, & Wysocki, 1986). As students with disabilities exit school with the benefit of transition planning as part of the IEP, one measure of the efficacy/effectiveness of the transition planning process and the educational system is information gathered from follow-up contacts with our graduates. Assessing the status of former students is important in several respects. It allows the system to (Kearns, 1990):

1. Gather information which will enable educators to better prepare students for post school success.
2. Document continuing needs of former students as a means to impact curricula and school practices.
3. Build a data base which may impact or influence public policies.
4. Determine which aspects of the planning process need to be modified.
5. Review the adult needs of persons with disabilities and attempt to determine prior to graduation which community service providers might assist in the transition process.
6. Provide a mechanism for providing follow-along support and a vehicle to provide opportunities for individuals to reenter service systems.
7. Determine "consumer satisfaction" with their present situation.

In this section a recommended time line of the follow-up process is provided. Follow-along services to provide opportunities for graduates to obtain assistance as adults are incorporated into the follow-up process. A description of the tools and steps used to develop the process is then described.

Time Line

1. **Early Childhood – High School**
   a. Long term educational plans are developed and refined based on identified family, student, and team desired outcomes.
   b. Specific transition planning activities are included in the IEP.
   c. During High School, an objective is included on the transition planning goal page that follow-along contacts will be made by members of the TAC at designated intervals.

2. **Senior Staff Out**
   a. Case facilitator (in Area 10 the Consultant or Work Experience Coordinator is the case facilitator) completes the Student Information: Follow-along.
   b. Case facilitator provides brochure and wallet-size card from United Way Information Services.

c. Case facilitator informs the student that someone from the TAC will be contacting them in 6 months to see how they are doing and if any assistance is needed. Tells the student additional contacts will take place at 1 year, 18 months, and 2 years after they graduate.

d. Case facilitator informs the student that should they have difficulties they can contact I & R and/or the agency with whom they are involved.

e. Transition specialist(s) conducts student record reviews to determine the degree and type of transition planning occurring within the educational system in Area 10 (this is a program evaluation activity that occurs every three years).

3. **Follow-up/Follow-along contacts**

a. Six Months/18 Months Post Graduation. Telephone contacts are made by TAC members involving a limited number of questions pertaining to the following issues: (a) work/school status; (b) living situation; (c) social/leisure; and (d) needed assistance. If assistance is needed a verbal referral is made or other helpful information shared.

b. One Year/2 Years Post Graduation. TAC members secure another release of information, complete face-to-face interview with the graduates, and provide information about any needed assistance.

Tools and Process

This section will examine the steps involved in the development and implementation of the follow-along/follow-up process in Area 10.

Step One:
Establish objectives of and roles in process:

The first step in the development of the follow-up/follow-along process was the establishment of the goals or objectives of our process. The Transition Advisory Committee identified two primary goals for this component:

1. To collect information which would assist in modifying and enhancing the current planning procedure.
2. To design a manageable process to collect information and provide a vehicle for follow-along assistance to graduates.

In addition, the roles of the Transition Specialists and the Transition Advisory Committee were delineated. The role of the Transition Specialists is to:

1. Coordinate all aspects of project.
2. Develop in collaboration with the TAC interview tools and related protocols.
3. Chair the TAC follow-up/follow-along subcommittee.
4. Provide training on conducting follow-along/follow-up interviews.

The role of members of the Transition Advisory Committee is to:

1. Serve in advisory role to all aspects of the process.
2. Assist in developing student interview forms.

3. Conduct student interviews post graduation.
4. Identify time lines and strategies to be included in the follow-up/follow-along process.

Step Two:
Design data collection tools:
Based on the objectives of the follow-up/follow-along project, instruments are developed to provide pertinent useable information. Data collection tools developed in Area 10 include Information from School Records, Degree of Transition Planning, Interview, and Interviewer Handbook (See Appendix C). These tools were developed with input from the TAC, Pat Sitlington, Iowa Department of Education, the Iowa Statewide Follow-Up Survey Questionnaire (Iowa Department of Education,1988), and the Iowa Transition Initiative Interagency Development Committee.

Step Three:
Identify graduates and gather identifying information:
An area may decide to interview all graduates or a sample of graduates from a given year. A sample may be appropriate for the follow-up purposes; however, for follow-along activities it is suggested that all students be included. Identifying information is obtained in two ways:

1. Basic identifying information is recorded on the Student Information: Follow-along form (Appendix C) at the Senior Staff Out conference for each graduate. In Area 10 the Consultant, Special Education or the Work Experience Coordinator serve as the case facilitator for the conference and record this information and return it to the Transition Specialists.
2. The Degree of Transition Planning form (Appendix C) is used to obtain data on the degree of transition planning that has occurred, the consideration of transition related objectives in the students' IEPs, and school and community participation in the IEP and planning process. This information is useful for sharing with educators regarding their current practice and areas in which they may wish to focus for improvement in order to better address post-school needs of their students. Information gleaned from this review in Area 10 was used to strengthen the existing transition planning process by starting long-term planning earlier; using the 3 year re-evaluation as a vehicle to assist in developing long-term plans; and focusing on long-term desired outcomes for students. This type of record review may be conducted every two or three years rather than annually.

Step Four:
Train interviewers:
In Area 10, members of the TAC conduct the interviews with the graduates.

In order to prepare for data collection, it is necessary to train the interviewers in interview techniques and how to probe for further information if necessary. In addition, confidentiality should be explained to each participant in the study. Confidentiality can be maintained even though name, addresses and phone numbers need to be shared with the interviewers.

Transition Specialists provide training to TAC members on the administration of graduate interviews. TAC members are provided *Interviewer Handbooks* and *Interview Forms* (Appendix C) for the individuals assigned to them.

Step Five:
Conduct the interviews:
All surveys are completed within a 2-month time frame over the summer. Some important aspects to consider when conducting the survey include the following:

1. Telephone contact with each student should be attempted at various times of the day, evening and week to arrange a face to face interview. If a face to face interview cannot be scheduled, a telephone interview may be completed.
2. It is important to note each attempt made as well as the time of day. Subsequent attempts should be made at different times and on a different day of the week.
3. The data collection process and procedures cannot be overlooked and must be taken seriously in order for the data to provide reliable and valid information.

Step Six:
Compile, analyze and report the results:
All completed surveys are compiled and reviewed to insure that all information has been obtained and the correct number of responses for each item has been selected. Results are analyzed in light of the purpose of the study and displayed in a format that allows a variety of readers or viewers to see needed changes and positive outcomes. Avenues to discuss the results and plan with different groups are arranged so the data is indeed useful and used.

Area 10 developed, field-tested, and refined this follow-along/follow-up process and accompanying tools with the Area 10 graduates from the class of 1990. Although the information gained has met our goals for the process, one question regarding any follow-up data continues to be unsatisfactorily answered. That question is, "What outcomes indicate success?" The difficulty is that we can only define success based on our values about what are good versus not good outcomes. In considering this issue, we have come to believe successful outcomes are individual for each student and no outcome can be defined successful or unsuccessful without considering the outcomes that are desired by the student and his/her family and their satisfaction with outcomes once experienced as graduates. For example, living at home with one's parents may be successful for one student but considered unsuccessful for another.

As teams become more proficient at identifying and recording desired outcomes within the IEP, individual desired outcomes can be transferred to the follow-along/follow-up questionnaire. Post-school outcomes for each individual can then be compared to the previously identified desired outcomes as a measure of success and the effectiveness of our educational and planning systems.

Program Evaluation and Consumer Satisfaction

Follow-up data and the comparison of individual desired and obtained post-school outcomes as proposed in the preceding section offer measures for program effectiveness and consumer satisfaction. Although this type of evaluation is long overdue and is a necessary component, attention to program effectiveness and consumer satisfaction need to be addressed throughout the model levels.

Although we are opposed to an evaluation process that is costly or uses resources that are better devoted to educational planning and intervention, we do advocate for attention to effective programming and consumer satisfaction throughout the Area 10 Transition Model levels. We attempt to address evaluation through the model process rather than create an additional system. Some of the model processes that address program evaluation and consumer satisfaction include:

1. Activities to include the student and family and their preferences;
2. Inclusion of transition planning into IEP planning and the IEP;
3. Supporting implementation assumptions such as school improvement, availability of an array of service options, collaborative teaming, and interagency collaboration;
4. Student record review to determine levels of area-wide model implementation;
5. Follow-along with and follow-up of graduates;
6. Parent participation on the Transition Advisory Committee and school committees; and
7. Opportunities for positive education/family relationships through training and activities and services of the Area 10 Parent Educator Partnership program.

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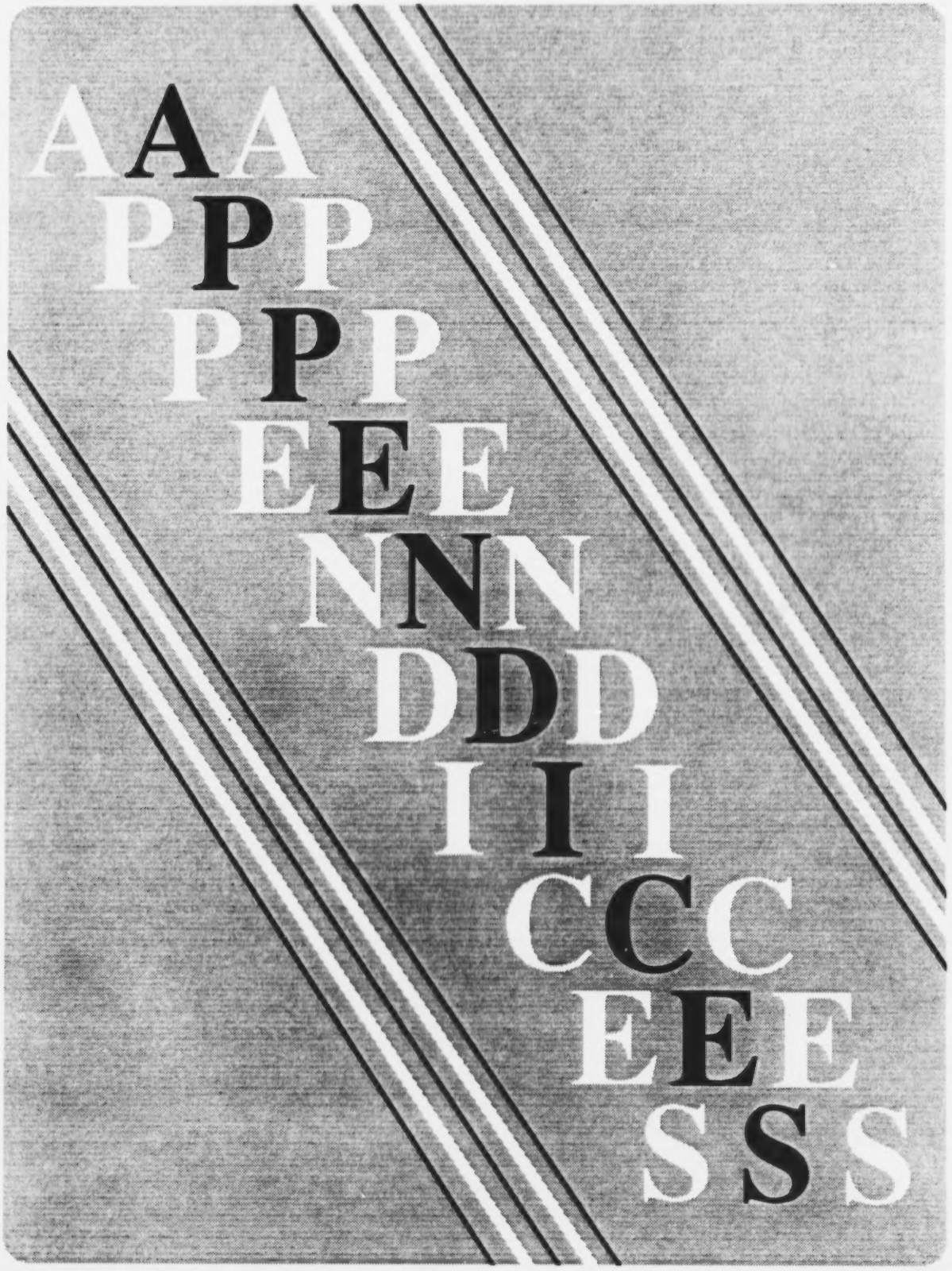
APPEARANCE
DISCLOSES

Appendix

Long-Term Planning Worksheets

Child's Name: _____ Date: _____

LONG-TERM PLANNING WORKSHEET
for Desired Outcomes

Members of the educational team (parents and any involved school, AEA, and community agency personnel) will be meeting to develop goals and services that are important to be included in _____'s educational program over the next few years. Please identify areas listed below that you think are important options or skills for _____. At the IEP conference we will discuss these areas, jointly identify desired program options and skills, and develop the IEP to support our decisions regarding _____'s educational program.

Please review before the IEP meeting in order to be prepared to enter into this discussion.

Program Options

Ages 0-6

Community Education and Care
- In Home Child Care
- Day Care Center
- Pre-School
- Head Start
- At Risk Program

Early Childhood Special Education
- Parent Child Groups
- At Home Program
- Special Education Classroom

Support Services
- AEA
- Private

Other: _____
_____

Ages 6-10

Regular Education
- Reading
- Language Arts
- Mathematics
- Social Studies
- Science
- Physical Education
- Art
- Music
- Before/After School Program
- At Risk Program

Special Education

Private School

Support Services
- AEA
- Private

Notes regarding discussion or consensus: _____

_____

_____

_____

Intervention or services (time-limited or ongoing) needed for successful transition to the next program or educational setting(s): _____

_____

_____

_____

Figure 2.3 – page 1 of 2

Community Options

Participates in:

- Play with neighborhood friends
- Religious services/programs
- Camp
- Sports (swimming, soccer, gymnastics, etc.)
- Lessons (music, dance, art, etc.)
- Library
- Clubs (scouting, etc.)
- Family outings (eating out, shopping, parks, etc.)
- Family events (visiting friends and relatives, family occasions)
- Care for a pet
- Pursue a hobby
- Play board games
- Motor activity (shoot baskets, jump rope, ride bike, etc.)

Transportation Options

- Car
- Walk
- Bike
- School bus or van
- Community transportation system

Skills for Success for Desired Program and Community Options

- Use self care skills (dressing, eating, toileting)
- Use school success skills (lunch, playground, building orientation)
- Use classroom success skills (follow directions, participate in groups, work alone)
- Problem solve (consider alternative solutions)
- Be responsible for personal belongings
- Initiate activities, routines
- Adjust to changes (routines, activities, people)
- Relate needs
- Make choices
- Get along with children
- Play alone and with others
- Travel to identified school and community locations
- Other: _____

Notes regarding discussion or consensus about community and transportation options: _____

_____

_____

_____

Notes regarding discussion or consensus about skills for success: _____

_____

_____

_____

Parent Options for Information or Assistance

- Understanding assessment, eligibility for special education services, labels
- Understanding legal rights
- Stating child's strengths and needs
- Stating goals for my child
- Finding out about program options
- Talking to experienced parents about program options
- Visiting program options
- Preparing my child for new programs
- Communicating positively with new adults who will be involved with my child
- Arranging for non-classroom community activities
- Arranging for child care
- Arranging transportation
- Finding out about costs of programs and sources of financial assistance
- Obtaining or coordinating needed services for my child or our family

Notes regarding discussion or consensus: _____

_____

_____

_____

Worksheet for Early Childhood and Grades K-5

Figure 2.3 – page 2 of 2

Child's Name: _____ Date: _____

LONG-TERM PLANNING WORKSHEET
for Desired Outcomes

Members of the educational team (parents, student, and any involved school, AEA, and community agency personnel) will be meeting to develop goals and services that are important to be included in _____'s educational program over the next few years. Please identify areas listed below that you think are important options or skills for _____. At the IEP conference we will discuss these areas, jointly identify desired program options and skills, and develop the IEP to support our decisions regarding _____'s educational program.

Please review before the IEP meeting in order to be prepared to enter into this discussion.

Program Options

School

Regular Education
- Language Arts
- Mathematics
- Social Studies
- Science
- Physical Education
- Foreign Language
- Home Economics
- Industrial Technology
- Business Education
- Driver's Education
- Electives _____
- _____
- At Risk Program

Special Education

Support Services
- AEA
- Private

Post-School

Employment
- Full-time
- Part-time
- At Home
- Military
- Other _____

Education
- Four Year College
- Two Year College
- Tech./Trade School
- Other Type of School
- No Additional Education

Living Arrangements
- Parent's or Relative's Home
- Own Apartment/Home
- Dormitory
- Other _____

Notes regarding discussion or consensus: _____

_____

_____

_____

Intervention or services (time-limited or ongoing) needed for successful transition to the next in school and post-school settings: _____

_____

_____

_____

Community Options/Leisure

Home
- Cook/bake
- Play games (cards, checkers, pool, etc.)
- Exercise
- Listen to music, play an instrument, sing
- Do maintenance work (house, garden, yard, car)
- Read
- Relax/sleep
- Pursue hobbies
- Care for pet
- Spend time with family
- Watche TV
- Other _____

Community
- Participate in clubs, church groups
- Go dancing
- Drive around
- Eat out
- Go shopping
- Go to movies
- Go camping
- Use recreation facilities
- Participate in individual, dual, or team sports
- Jog, power walk
- Attend recreation classes
- Socialize with friends/dates
- Watch sporting events
- Other _____

Transportation Options
- Own car
- Family car
- Car pool
- Bike
- Walk
- Taxi
- Public transportation

Skills for Success in Desired School and Post-School Options
- Get along with students
- Get along with adults
- Exert self control
- Be responsible
- Initiate activities, routines
- Adjust to change (routines, activities, people)
- Use classroom success skills (follow directions, participate in groups, work alone, use study skills)
- Learn new skills
- Relate needs
- Problem solve (consider alternative solutions)
- Make decisions
- Represent self in meetings and for obtaining accommodations
- Travel to desired school and community locations

Notes regarding discussion or consensus about community/leisure options and transportation options: _____

_____

_____

Notes regarding discussion or consensus about skills for success: _____

_____

_____

Parent Options for Information or Assistance

- Understanding legal rights
- Stating child's strengths and needs
- Stating goals for my child
- Finding out about school and post-school program options
- Talking to experienced parents about program options
- Visiting program options
- Preparing my child for new programs
- Communicating positively with new adults who will be involved with my child
- Arranging for non-classroom community activities
- Arranging transportation
- Finding out about costs of programs and sources of financial assistance
- Obtaining or coordinating needed services for my child or our family

Notes regarding discussion or consensus: _____

_____

_____

RTP Long-Term Planning Worksheet - Grades 6-12

Figure 2.4 – page 2 of 2

Child's Name: _____ Date: _____

LONG-TERM PLANNING WORKSHEET
for Desired Outcomes

Members of the educational team (parents, student, and any involved school, AEA, and community agency personnel) will be meeting to develop goals and services that are important to be included in _____'s educational program over the next few years. Please identify areas listed below that you think are important options or skills for _____. At the IEP conference we will discuss these areas, jointly identify desired program options and skills, and develop the IEP to support our decisions regarding _____'s educational program.

Please review before the IEP meeting in order to be prepared to enter into this discussion.

Program Options

School

Regular Education
- Language Arts
- Mathematics
- Social Studies
- Science
- Physical Education
- Foreign Language
- Home Economics
- Industrial Technology
- Business Education
- Driver's Education
- Electives _____
- _____
- At Risk Program

Special Education

Support Services
- AEA
- Private

Post-School

Employment
- Full-time
- Part-time
- At Home
- Military
- Rehabilitation Facility
- Other _____

Education
- Four Year College
- Two Year College
- Tech./Trade School
- Other Type of School
- No Additional Education

Living Arrangements
- Parent's or Relative's Home
- Own Apartment/Home
- Dormitory
- Supervised Apartment
- Group Home
- Other _____

Notes regarding discussion or consensus: _____

_____

_____

_____

Intervention or services (time-limited or ongoing) needed for successful transition to the next in school and post-school settings: _____

_____

_____

_____

Figure 2.5 – page 1 of 2

Community Options / Leisure

Home

- Cook/bake
- Play games (cards, checkers, pool, etc.)
- Exercise
- Listen to music, play an instrument, sing
- Do maintenance work (house, garden, yard, car)
- Read
- Relax/sleep
- Pursue hobbies
- Care for pet
- Spend time with family
- Watch TV
- Other _____

Community

- Participate in clubs, church groups
- Go dancing
- Drive around
- Eat out
- Go shopping
- Go to movies
- Go camping
- Use recreation facilities
- Participate in individual, dual, or team sports
- Jog, power walk
- Attend recreation classes
- Socialize with friends/dates
- Watch sporting events
- Other _____

Transportation Options

- Own car
- Family car
- Car pool
- Bike
- Walk
- Taxi
- Public transportation; County transportation

Skills for Success in Desired School and Post-School Options

- Get along with students
- Get along with adults
- Exert self control
- Be responsible
- Initiate activities, routines
- Adjust to change (routines, activities, people)
- Use classroom success skills (follow directions, participate in groups, work alone, use study skills)
- Learn new skills
- Relate needs
- Problem solve (consider alternative solutions)
- Make decisions
- Represent self in meetings and for obtaining accommodations
- Travel to desired school and community locations

Notes regarding discussion or consensus about community/leisure options and transportation options: _____

_____

_____

Notes regarding discussion or consensus about skills for success: _____

_____

_____

Parent Options for Information or Assistance

- Understanding legal rights
- Stating child's strengths and needs
- Stating goals for my child
- Finding out about school and post-school program options
- Talking to experienced parents about program options
- Visiting program options
- Preparing my child for new programs
- Communicating positively with new adults who will be involved with my child
- Arranging for non-classroom community activities
- Arranging transportation
- Finding out about costs of programs and sources of financial assistance
- Obtaining or coordinating needed services for my child or our family

Notes regarding discussion or consensus: _____

_____

_____

SCI Long-Term Planning Worksheet - Grades 6-12

Figure 2.5 – page 2 of 2

Child's Name: _____ Date: _____

LONG-TERM PLANNING WORKSHEET
for Desired Outcomes

Members of the educational team (parents, student, and any involved school, AEA, and community agency personnel) will be meeting to develop goals and services that are important to be included in _____'s educational program over the next few years. Please identify areas listed below that you think are important options or skills for _____. At the IEP conference we will discuss these areas, jointly identify desired program options and skills, and develop the IEP to support our decisions regarding _____'s educational program.

Please review before the IEP meeting in order to be prepared to enter into this discussion.

Program Options

School

Regular Education
- Language Arts
- Mathematics
- Social Studies
- Science
- Physical Education
- Foreign Language
- Home Economics
- Industrial Technology
- Business Education
- Driver's Education
- Electives _____
- _____
- At Risk Program

Special Education

Support Services
- AEA
- Private

Post-School

Employment
- Full-time with Support
- Part-time with Support
- Rehabilitation Facility
- At Home
- Other _____

Education
- Community Adult Classes
- Other Type of School
- No Additional Education

Living Arrangements
- Parent's or Relative's Home
- Own Apartment/Home
- Dormitory
- Supervised Apartment
- Group Home
- Other _____

Notes regarding discussion or consensus: _____

_____

_____

Intervention or services (time-limited or ongoing) needed for successful transition to the next in school and post-school settings: _____

_____

_____

_____

Community Options / Leisure

Home
- Cook/bake
- Play games (cards, checkers, pool, etc.)
- Exercise
- Listen to music, play an instrument, sing
- Do maintenance work (house, garden, yard, car)
- Read
- Relax/sleep
- Pursue hobbies
- Care for pet
- Spend time with family
- Watch TV
- Other _____

Community
- Participate in clubs, church groups
- Go dancing
- Eat out
- Go shopping
- Go to movies
- Go camping
- Use recreation facilities
- Participate in individual, dual, or team sports
- Jog, power walk
- Attend recreation classes
- Socialize with friends/dates
- Watch sporting events
- Other _____

Transportation Options
- Own car
- Family car
- Car pool
- Bike
- Walk
- Taxi
- Public transportation; County transportation

Skills for Success in Desired School and Post-School Options
- Get along with students
- Get along with adults
- Exert self control
- Be responsible
- Initiate activities, routines
- Adjust to change (routines, activities, people)
- Use classroom success skills (follow directions, participate in groups, work alone)
- Learn new skills
- Relate needs
- Problem solve (considers alternative solutions)
- Make decisions
- Represent self in meetings and for obtaining accommodations
- Travel to desired school and community locations

Notes regarding discussion or consensus about community/leisure options and transportation options: _____

_____

_____

Notes regarding discussion or consensus about skills for success: _____

_____

_____

Parent Options for Information or Assistance
- Understanding legal rights
- Stating child's strengths and needs
- Stating goals for my child
- Finding out about school and post-school program options
- Talking to experienced parents about program options
- Visiting program options
- Preparing my child for new programs
- Communicating positively with new adults who will be involved with my child
- Arranging for non-classroom community activities
- Arranging transportation
- Finding out about costs of programs and sources of financial assistance
- Obtaining or coordinating needed services for my child or our family

Notes regarding discussion or consensus: _____

_____

_____

SSC Long-Term Planning Worksheet - Grades 6-12

Figure 2.6 – page 2 of 2

Appendix B

- **Establishing a *Transition Advisory Committee***
- **Key Players**
- ***Area 10 Transition Advisory Committee***

ESTABLISHING A *TRANSITION ADVISORY COMMITTEE*

Each community may have a slightly different set of community service providers and services for students with disabilities. However, the following factors have been identified as being helpful in the development of any interagency advisory committee. The following information is adapted and expanded from Struck (1987) and Miller, LaFollette, and Green (1989):

- During the initial development of a committee invite all community and area organizations whose participation and cooperation will be needed to improve the transition for students with disabilities. If possible enlist the involvement of each organization's decision maker. Having the decision maker of an organization which is involved can facilitate the most rapid organizational change.

- Keep the size of the group small enough so that ownership can be developed and all members can become active participants. Since membership of the Transition Advisory Committee might include a wide variety of individuals not every member will see the same problem as most important. Not every member will agree on the nature or cause of specific concerns. One must remember that all decisions result from a consensus building process and each TAC member's input is valued and respected.

- The TAC is a dynamic committee. Key players in a Transition Advisory Committee represents a continuum of services needed by students with disabilities. Other service providers or interested parties could be added to the TAC at any time. The make-up of the committee depends on the issues the TAC wishes to address.

- Time is allocated for pre-planning for each committee meeting. Meetings must be fast paced, purposeful, and to the point. Facilitation is most often the role of the Transition Specialist.

- Goals of the committee should be developed and related activities identified to create accountability and maintain the focus of the group.

The following pages provide a description of key players in a transition advisory committee and the members of the Area 10 Transition Advisory Committee.

KEY PLAYERS IN *TRANSITION ADVISORY COMMITTEE* MEMBERSHIP

Division of Vocational Rehabilitation Services (DVRS)

Job Training Partnership Act (JTPA)

Department of Employment Services (Job Service of Iowa)

Department of Human Services (DHS)

Residential Service Providers

Rehabilitation Facilities (e.g. Sheltered Workshops, Work Activity Centers)

Job Advocacy Training Programs

Subsidized Employment Training Programs

Parents

Students

Merged Area Community College

University

Special Educators

Special Education Support Staff

Education Administrators

Employers

Medical Professionals

AREA 10
TRANSITION ADVISORY COMMITTEE

Molly Abraham, teacher
714 Brookside Drive
Iowa City, IA 52245

John Hughes
Voc. Rehab.
224 4th Ave. SE
Cedar Rapids,IA 52401

Lucy Choisser
GWAEA
Transition Specialist

Delbert Crews
Dept. of Human Serv.
P.O. Box 391
Tipton, IA 52772

Joseph Fleming
Dept. of Human Serv.
221 4th Ave. SE
Cedar Rapids,IA 52401

Al Flieder
GWAEA
Supervisor, Social Work

Tom Flynn
University of Iowa
Hosp. School, Rm. 251
Iowa City, IA 52241

Don Menke
Job Service of Iowa
800 7th St. SE
Cedar Rapids,IA 52403

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GWAEA
Public Relations

Kathy Green
Rural Emp. Alter.
Box 24
Conroy, IA 52220

Cindy Hanken
HAVE, Inc.
Box 129
Monticello, IA 52310

Chuck Hinz
Skill Center
Kirkwood Comm. Coll. (3-2)

Roger Hoffman
Dev. Disabilities
Univ. Hosp. School
Iowa City, IA 52242

Dave Jacoby
JTPA
Box 2689
Iowa City, IA 52244

Jeff Johnson
HACAP
PO box 789
Cedar Rapids,IA 52406

Paul Kiburz
GWAEA
Transition Specialist

Judy King, parent
8500 Morris Hill Road
Toddville, IA 52341

Julie Egli
Johnson County ARC
1020 William St.
Iowa City, IA 52240

David Leshtz
Div. of Dev. Disabil.
Univ. Hosp.School
Iowa City, IA 52242

John Morris
Discovery Living
PO Box 2329
Cedar Rapids,IA 52406

John Nietupski
Univ. of Iowa
Hosp. School, Rm. 251
Iowa City,IA 52242

Pat Otero, teacher
Prairie H.S.
College Comm. 1-2

continued next page

***Area 10 Transition Advisory Committee* continued**

Nancy Overstreet
Nelson Center
1020 William St.
Iowa City, IA 52240

Carol O'Brien
Goodwill Industries
2901 Melrose Ave.
Iowa City, IA 52246

Geri Pettitt
GWAEA
Parent Educator Partnership

Roz Pillard, teacher
Anamosa HS
Anamosa Comm (6-1)

Nancy Regenitter, teacher
Tipton HS
Tipton Comm (1-2)

Chris Rafferty Schut
Goodwill Industries
1441 Blairs Ferry NE
Cedar Rapids,IA 52402

Lynn Severson
Dept of Human Serv.
911 N. Governor
Iowa City, IA 52240

Susan Simon
324 Benton Hall
Kirkwood Comm Coll

Pat Steele
Options of Linn Co.
1019 7th St. SE
Cedar Rapids,IA 52403

Mike Townsend
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1410 1st Ave.
Iowa City, IA 52240

Orville Townsend
Voc. Rehab.
20 E. Market St.
Iowa City, IA 52240

Paula Vincent
GWAEA
Director, Division of Spec. Ed.

Valerie Vogeler, parent
RR 2, Box 71
Vinton, IA 52349

Maria Walker
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Washington,IA 52353

Denny Walsh
ESC
Cedar Rapids (4-2)

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Serv/People with Dis.
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Cedar Rapids,IA 52406

Kathy Martz
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Work Experience Coordinator

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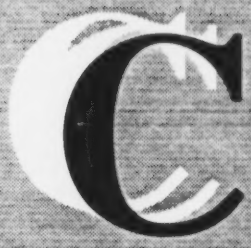
Jeannette Harrison
5378 Hospital School
University of Iowa
Iowa City, IA 52242

Linda Bigley
Linn Co. Ext. Serv.
655 12th St.
Marion, IA 52302

Appendix



Follow-Up / Follow Along Tools

Grade levels for SCC students who are in school to age 21:

Age 15 -16 = 9th Age 17-18 =10th Age 19 - 20 =11th Age 20 - 21 =12th

DEGREE OF TRANSITION PLANNING

(30) 12. Grade long term outcomes/future planning related to future success is considered in reevaluation (review all reevaluations):

- ❑ (1) not considered in reevaluation(s)
- ❑ (2) before 7th grade
- ❑ (3) 7th grade
- ❑ (4) 8th grade
- ❑ (5) 9th grade
- ❑ (6) 10th grade
- ❑ (7) 11th grade
- ❑ (8) 12th grade

(31) 13. Grade transition planning goal included in IEP (review all IEPs):

- ❑ (1) no transition planning goal in IEPs
- ❑ (2) before 7th grade
- ❑ (3) 7th grade
- ❑ (4) 8th grade
- ❑ (5) 9th grade
- ❑ (6) 10th grade
- ❑ (7) 11th grade
- ❑ (8) 12th grade

(32) 14. Number of years transition planning goal in IEP (review those identified in 13):

- ❑ (1) 1
- ❑ (2) 2
- ❑ (3) 3
- ❑ (4) 4
- ❑ (5) 5
- ❑ (6) 6
- ❑ (7) more than 6

(33) 15. Transition goal and objectives reviewed and revised annually (review 2nd to last transition planning goal page): ❑ (1) Yes ❑ (2) No

16. IEP present levels considered the following areas (review last two IEPs in file):

(34) ❑ Vocational skills, general

(35) ❑ On the job experience or training

(36) ❑ Work habits and attitudes

(37) ❑ Targeted employment outcomes

(38) ❑ Vocational related to an occupational area

(39) ❑ Vocational related to referral to agency, no occupational area/job/outcome mentioned (VR, DHS, etc.)

(40) ❑ Vocational related to direct service/training agency

(41) ❑ Living arrangements

(42) ❑ Daily living skills

(43) ❑ Leisure

(44) ❑ Transportation

continued next page

(45) ❑ Academic skills
(46) ❑ Study skills
(47) ❑ Financial planning/support/money management
(48) ❑ Social competency/social skills/social acceptance
(49) ❑ Acceptable behavior/self control
(50) ❑ Self advocacy, being responsible, adjusting to change
(51) ❑ Integration/participation in regular education
(52) ❑ Integration/participation in community
(53) ❑ Guardianship
(54) ❑ Health

17. IEP objectives considered the following areas (review last two IEPs in file):

(55) ❑ Vocational skills, general
(56) ❑ On the job experience or training
(57) ❑ Work habits and attitudes
(58) ❑ Targeted employment outcomes
(59) ❑ Vocational related to an occupational area
(60) ❑ Vocational related to referral to agency, no occupational job/outcome mentioned (VR, DHS, etc.)
(61) ❑ Vocational related to direct service/training agency
(62) ❑ Living arrangements
(63) ❑ Daily living skills
(64) ❑ Leisure
(65) ❑ Transportation
(66) ❑ Academic skills
(67) ❑ Study skills
(68) ❑ Financial planning/support/money management
(69) ❑ Social competency/social skills/social acceptance
(70) ❑ Acceptable behavior/self control
(71) ❑ Self advocacy, being responsible, adjusting to change
(72) ❑ Integration/participation in regular education
(73) ❑ Integration/participation in community
(74) ❑ Guardianship
(75) ❑ Health

continued next page

18. School members who participated in the last two IEP conferences included:

(76) ❑ Parent(s)/family member
(77) ❑ Student
(78) ❑ Teacher
(79) ❑ Adaptive P.E Consultant
(80) ❑ Audiologist
(01) ❑ Itinerant Vision Teacher
(02) ❑ Itinerant Hearing Teacher
(03) ❑ Occupational Therapist
(04) ❑ Physical Therapist
(05) ❑ School Psychologist
(06) ❑ School Social Worker
(07) ❑ Special Education Consultant
(08) ❑ Speech/Language Pathologist
(09) ❑ Work Experience Coordinator

19. Community members who participated in the last two IEP conferences included personnel from:

(10) ❑ Advocacy group (ARC, ACLD, etc.)
(11) ❑ Department for the Blind
(12) ❑ Community college
(13) ❑ Corrections
(14) ❑ DHS
(15) ❑ Job Service
(16) ❑ Employer (present or future)
(17) ❑ JTPA
(18) ❑ Rehabilitation facility
(19) ❑ Residential facility
(20) ❑ Universitys
(21) ❑ Voc Rehab
(22) ❑ None

continued next page

STUDENT INFORMATION: FOLLOW ALONG

Name: _____ Phone: _____

Address: _____

(01-12) 1. Subject I.D.: __ __ __ __ __ __ __ __ __ __ __ __

(13) 2. Student status

- ❑ (1) dropout
- ❑ (2) graduate/completer

(14) 3. County of residence:

- ❑ (1) Linn
- ❑ (2) Johnson
- ❑ (3) Washington
- ❑ (4) Cedar
- ❑ (5) Iowa
- ❑ (6) Benton
- ❑ (7) Jones

(15) 4. High school community size:

- ❑ (1) Rural (less than 2500 inhabitants)
- ❑ (2) Urban

(16-17) 5. Subject's age at time leaves and/or completes school: _____

(18) 6. Gender:

- ❑ (1) male
- ❑ (2) female

(19-21) 7. Intelligence test information (use most recent score): Full Scale or Overall IQ: _____

(22-24) 8. Reading grade equivalent score: _____ . _____ Instrument: _____

Date Administered: ___/___/___

(25-27) 9. Math grade equivalent score: _____ . _____ Instrument: _____

Date Administered: ___/___/___

(28) 10. Subject's primary disability at school exit?

- ❑ (1) BD
- ❑ (2) HI
- ❑ (3) LD
- ❑ (4) MD
- ❑ (5) MDT
- ❑ (6) PI
- ❑ (7) SPH
- ❑ (8) VI

(29) 11. Program model subject last enrolled in:

- ❑ (1) Supplemental Assistance (includes regular education with support)
- ❑ (2) Resource Teaching Program
- ❑ (3) Special Class With Integration-multicat.
- ❑ (4) Self-Contained Special Class W L I-BD
- ❑ (5) Self-Contained Special Class W L I-MDT
- ❑ (6) Self-Contained Special Class W L I-MDE
- ❑ (7) Self-Contained Special Class-SPH

30) **Earliest grade** that desired outcomes related to future success are considered in staffing or re-evaluation (review all staffings and re-evaluations):

____ (1) Early Childhood
____ (2) Elementary (K-5)
____ (3) Middle School (6-8)
____ (4) High School (9-12)

Desired Outcomes at Graduation

(31) **Employment:**

____ (1) Full-time
____ (2) Full-time with support
____ (3) Part-time
____ (4) Part-time with support
____ (5) Military
____ (6) At home
____ (7) Rehabilitation Facility

(32) **Education:**

____ (1) Four-year college
____ (2) Two-year college
____ (3) Tech./Trade school
____ (4) Community adult classes

(33) **Living Arrangements:**

____ (1) Parents or relatives home
____ (2) Own apartment/home
____ (3) Dormitory
____ (4) Supervised apartment
____ (5) Group home

Consent for Release of Information: Follow Along Contacts

The Privacy Act of 1974 prohibits the release of personal information without the express permission of the person involved.

I, _____ _____ , at the age of ___ years, ___ months on _____ 19 ___
(Individual in Transition) (month/day)

and/or _____ hereby authorize that the information contained on
(Individual in Transition)

this form be made available to members of the Area 10 Transition Advisory Committee. The information will be used to assist in providing follow along contacts with you at 6 months and 1 year after graduation.

Permission may be withdrawn at any time by sending written notice to: Transition Advisory Committee, Grant Wood AEA, 4401 Sixth Street SW, Cedar Rapids, Iowa 52405. **This release automatically expires 12 months from signature date.**

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INTERVIEWER HANDBOOK

AEA 10

FOLLOW-UP ACTIVITY

GRANT WOOD AEA
Special Education Division
4401 Sixth Street SW
Cedar Rapids, IA 52404-4499

General Information

This Interviewer Handbook provides a guide for you as you interview subjects for the AEA 10 Follow-up Project. It is critical that you are thoroughly familiar with its contents before you begin the interview process, and that you refer to it often to ensure consistent and accurate recording of the subject's responses. You, as an interviewer, are critical to the success of the Follow-up Project.

If, at any time, you have questions about the survey or about how to categorize specific responses, please contact Paul Kiburz, 399-6861, or Lucy Choisser, 351-2510.

1. Please keep the survey INTACT during the subject's interview. Be sure to read the ***Interview Introduction*** (on the following page) to each subject. If the subject cannot be located or is too severely handicapped to respond accurately to the questions, the subject's parent/guardian may be interviewed.

2. Some interview questions require only one response to be checked, while others ask you to check all applicable responses. **Please pay careful attention to the directions for each item** (printed on the survey questionnaire).

3. Some items ask that you read the answer selections to the subject, other items do not. If there are not specific instructions to read the selections, please don't. Again, please note carefully the instructions printed on the interview questionnaire.

4. The responses to items are coded (with letters or numbers) on the survey questionnaire. These codes will be used to input the data into the computer; you do not have to be concerned with them. Just check the appropriate response(s).

5. A row of asteriks in the interview questionnaire denotes a topical section change.

Interview Introduction

Hello:

My name is_____. I am helping with a project sponsored by Grant Wood Area Education Agency and the Transition Advisory Committee.

We are calling students who graduated or were scheduled to graduate in June, 1990, to gather information on how they are doing since leaving school. The information is confidential and will be used by schools and community agencies to improve services that may be useful to students still in school or to graduates. This is important for you to understand because we want you to say exactly what you think. Of course you may also refuse to answer questions if you decide to.

The questions take about 10 minutes to answer. Do you have time now or is there a time I can call you to ask the questions?

Question 1.

Enrolled in Educational/Vocational Program. Following are definitions of items 1 through 8 to assist in determining which item(s) to check. Check all that apply.

(01) Not Enrolled in Any Educational/Vocational Programs. If you check this option, do not check any other response.

(02) Adult Education. Instruction designed to meet the unique needs of persons - beyond the age of compulsory school attendance - who have either completed or interrupted their formal education and whose primary occupation is other than full-time students. This may be provided by a school system, college, or other agency or institution (including a technical institute or area vocational school) through study, radio, television, lectures, concerts, demonstrations, and counseling.

(03) Apprentice Program. A program through which students develop manipulative skills and technical or theoretical knowledge for competence in skilled occupations through on-the-job work experiences and related information in the classroom under the terms and conditions of apprenticeship, which are regulated by Federal, State, and local agreements and statutes (e.g. electricians, plumbers).

(04) Community College. A publicly supported school which offers two years of liberal arts, preprofessional, or other instruction partially fulfilling the requirements for a baccalaureate degree but which does not confer any baccalaureate degree and which offers in whole, or in part, the curriculum of a vocational school.

(05) Four Year College/University. A private or public institution that prepares adults for higher education degrees in the professions.

(06) Self Explanatory.

(07) Military. Refers to any branch of the armed services.

(08) Voc Training Program. Any agency/school which trains individuals for a specific occupation (AIB, American Technology, CAPRI).

Questions 2-3.

Items are Self-Explanatory

Question 4.

Refer to Definitions Contained in Question 1

Questions 5-6.

Items are Self-Explanatory

Question 7.

Employment Status. Check only one of the sections (employed, unemployed, or otherwise engaged). Under the section checked please mark the area of employment or the reason for unemployment, etc.

Question 8.

Where are you Working? If the work-site is in a town/city, indicate name of town/city. If it is on a farm or in a secluded place, list the mailing address of the place. For part "b," try to get the title of the job. If you can't, describe it as best you can based on subject's input.

If the subject is working part-time in one location and part-time in the other, only record the location in which he/she spends the largest percentage of his/her hours of employment.

If subject has more than one job, list the job in which he/she spends the largest percentage of time employed.

Questions 9-13.

Items are Self-Explanatory.

Question 14.

Increase in Wages. Check "yes" or "no" but first make sure subject understands what increase means. Use as example "a raise," "more money," etc.

Question 15.

Who Helped You Get Job? Do not read this list to the subject. Read the question and check all agencies the subject states.

Questions 16-18.

Items are Self-Explanatory.

Questions 19-23.

Items are Self-Explanatory.

END OF INTERVIEW

* Tell the person that the interview is over and ask if they have any questions. Thank them for their willingness to participate.

Questions 24 and 25

Fill out after completing the student interview. Questions are fairly self-explanatory and any comments the interviewer can provide will be helpful.

* Please complete the Interviewer name, agency, phone, and questions 1, 2, and 3 on the Interviewer Summary section of the Interview Cover Sheet.

PK/o:10/90

FOLLOW-UP OF SPECIAL EDUCATION GRADUATES
AREA 10
INTERVIEW COVER SHEET

Student's Name: _____ Phone: _____

Address: _____

Parent's Name: _____ Phone: _____

Address: _____

Interviewer Name: _____ Phone: _____

Agency Name: _____

Completeness of Survey:

❑ School Record Information ❑ Interview Information ❑ No Information

Interviewer Summary:

1. Record of attempts to contact: (Record every attempt to contact)

	Date	Result
1.		
2.		
3.		
4.		

2. If unable to obtain interview, please indicate why (Check only the most important reason):

❑ Subject refused to participate in interview ❑ Deceased

❑ Moved, unable to locate ❑ In the military

❑ In jail, institutionalized ❑ Other; record reason _____

3. Interview was conducted with: (May check more than one)

❑ Student ❑ Parent/guardian

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Subject I.D.: _ _ _ _ _ _ _ _ _ _ _ _ _

INTERVIEW

Subject I.D.: ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

1. Are you enrolled in any educational/vocational program? (Check all that apply).

(01) ❑ No **(If no, go to question 4)**
(02) ❑ Adult education
(03) ❑ Apprenticeship program
(04) ❑ Community college
(05) ❑ Four year college/university
(06) ❑ G.E.D.
(07) ❑ Military
(08) ❑ Vocational training program (school other than community college, company)

(09) 2. How long have you been in the program? (Check only one)

❑ (1) Less than 6 months ❑ (3) 1 to 2 years
❑ (2) 6 months to 1 year ❑ (4) 2 to 3 years or more

(10-11) 3. What are you studying to be (specific job)? _____

(Go to question 7 for students who are enrolled in a program) oooooooo .-.-. oooooooooooooooo

4. (If not currently enrolled in a program), have you been enrolled in any education/vocational program since high school? (Check all that apply).

(12) ❑ No **(If no, go to question 7)**
(13) ❑ Adult education
(14) ❑ Apprenticeship program
(15) ❑ Community college
(16) ❑ Four year college/university
(17) ❑ G.E.D.
(18) ❑ Military
(19) ❑ Vocational training program (school other than community college, company)

(20) 5. How long were you in the program? (Check only one)

❑ (1) Less than 6 months ❑ (3) 1 to 2 years
❑ (2) 6 months to 1 year ❑ (4) 2 to 3 years or more

(21-22) 6. (If was enrolled in a program), what were you studying to be (specific job)? _____

oooooooooooooooooooooooooooooo .-.-. oooooooooooooooooooooooooooooo

continued next page

(23-24) 7. Are you working now? (Check primary involvement; **If not working, go to question 16 after checking employment status**).

Employed:

- ❑ (01) in the community (unsubsidized job)
- ❑ (02) in the military
- ❑ (03) in the community in a subsidized job (JTPA, Voc. Rehab.)
- ❑ (04) in the community full time with a job coach
- ❑ (05) in a sheltered workshop with some time in the community
- ❑ (06) in a sheltered workshop or work activity center full time

Unemployed because:

- ❑ (07) in mental health center program
- ❑ (08) disabled and receiving SSI
- ❑ (09) unable to find job
- ❑ (10) fired
- ❑ (11) laid off
- ❑ (12) quit my last job
- ❑ (13) other _____

Otherwise engaged because:

- ❑ (14) homemaker
- ❑ (15) full-time student (post secondary)
- ❑ (16) in job training

(25-26) 8. Where are you working? (Includes sheltered workshop or work activity center)

( ) Business or industry's name _____

City/Town _____ Job Title: _____

Duties/Tasks: _____

_____

(27) 9. How long have you been employed at your present job? (Check only one)

- ❑ (1) Less than 6 months
- ❑ (2) 6 months to 1 year
- ❑ (3) 1 to 2 years
- ❑ (4) 2 to 3 years or more

(28) 10. How many hours a week do you work? (Check only one):

- ❑ (1) 37.5 hours per week or more
- ❑ (2) 30-37.5 hours per week
- ❑ (3) 21.5-29 hours per week
- ❑ (4) 10-21 hours per week
- ❑ (5) Less than 10 hours per week
- ❑ (6) Seasonal
- ❑ (7) Other
- ❑ (8) Don't know

(29-32) 11. How much do you earn per hour? $ ____ . ____

(33-37) 12. How much do you usually earn per week? $ ____ . ____

continued next page

13. What benefits do you have at your job? (Read list; check all that apply)

(38) ❑ Sick leave
(39) ❑ Vacation
(40) ❑ Life insurance
(41) ❑ Dental insurance
(42) ❑ Health/accident insurance
(43) ❑ Profit sharing
(44) ❑ Free meals
(45) ❑ Other
(46) ❑ Don't know
(47) ❑ None

(48) 14. Have you received an increase in wages or job duties since you were hired at your present job? (Check only one) ❑ (1) Yes ❑ (2) No

(49-50) 15. Who (primary person/agency) helped you get this job? (Check only one)

❑ (01) Obtained job by myself
❑ (02) Parents/relatives
❑ (03) Newspaper
❑ (05) Work Experience Coordinator from high school
❑ (06) Teacher from high school
❑ (07) Other personnel from high school
❑ (07) Job Service
❑ (08) Job Training Partnership Act agencies (JTPA)
❑ (09) Voc Rehab
❑ (10) Sheltered workshop/work activity center
❑ (11) DHS
❑ (12) Staff at community college
❑ (13) Iowa Youth Corp
❑ (14) Other

continued next page

16. Since graduation from high school, have you ever used any of the following resources or talked with any of the following about job information or assistance? (Read list; check all that apply).

(51) ❑ Parents/relatives
(52) ❑ Newspaper
(53) ❑ Friend
(54) ❑ Work Experience Coordinator from high school
(55) ❑ Teacher from high school
(56) ❑ Other personnel from high school
(57) ❑ Job Service
(58) ❑ Job Training Partnership Act agencies (JTPA)
(59) ❑ Voc Rehab
(60) ❑ DHS
(61) ❑ Sheltered workshop/work activity center
(62) ❑ Staff at community college
(63) ❑ Iowa Youth Corp
(64) ❑ No, not used any

17. Do you receive any financial assistance from? (Read list; check all that apply)

(65) ❑ Parent(s)
(66) ❑ Relative(s) (other than parents)
(67) ❑ DHS (ADC, food stamps, etc.)
(68) ❑ Insurance
(69) ❑ Supplemental Security Income (SSI)
(70) ❑ Unemployment insurance (SSDI)
(71) ❑ Voc. Rehab.
(72) ❑ Other
(73) ❑ I don't receive financial assistance

(74) 18. What part of your expenses do you pay? (May read list below; check only one)

❑ (1) All
❑ (2) More than 1/2
❑ (3) Less than or equal to 1/2
❑ (4) None

(75) 19. Are you: (May read list; check only one)

❑ (1) Single, never married
❑ (2) Married
❑ (3) Divorced
❑ (4) Separated
❑ (5) Widowed
❑ (6) Other

continued next page

(76) 20. Where and with whom are you currently living? (Check only one)

- ❑ (1) With parents or a relative
- ❑ (2) With spouse's parent(s) or relatives
- ❑ (3) In a rented apartment/home (independently)
- ❑ (4) Buying own home (independently)
- ❑ (5) With a friend at their place
- ❑ (6) In a supervised apartment
- ❑ (7) In a group home
- ❑ (8) In a residential facility/institution
- ❑ (9) Other

(77-78) 21. How do you most commonly get around in the community? (Check only one)

- ❑ (01) Bike
- ❑ (02) Car pool
- ❑ (03) Drive my own car
- ❑ (04) Friend
- ❑ (05) Hitch hike
- ❑ (06) Parent/guardian/family member
- ❑ (07) Public transportation (city bus)
- ❑ (08) Sheltered workshop bus/Special services bus
- ❑ (09) Subsidized Taxi
- ❑ (10) Taxi
- ❑ (11) Walk

22. What do you enjoy doing in your free time? (Do not read categories to subject; check all that apply)

(79) ❑ Clubs, church groups
(80) ❑ Cook/bake
(01) ❑ Dancing
(02) ❑ Drive around
(03) ❑ Eat out
(04) ❑ Games (cards, checkers, pool)
(05) ❑ Go shopping
(06) ❑ Go to bars
(07) ❑ Listen to music, play an instrument, sing
(08) ❑ Maintenance work (house, garden, yard, car, etc.)
(09) ❑ Movies
(10) ❑ Participate in athletic activities
(11) ❑ Reading
(12) ❑ Relax/sleep
(13) ❑ Socialize with friends/dating
(14) ❑ Spend time with family
(15) ❑ Watch TV
(16) ❑ Watch sporting events
(17) ❑ Other_____

(18) (1) ❑ Total 0 (2) ❑ Total 1 (3) ❑ Total 2-3
(4) ❑ Total 4-5 (5) ❑ Total 5 or more

continued next page

23. Is there anything you need right now in terms of work, where you live, ways to spend your free time, getting around? (Do not read list; check areas where a need was expressed).

(19) ❑ Vocational skills, general
(20) ❑ On the job experience or training
(21) ❑ Work habits and attitudes
(22) ❑ Obtaining a job
(23) ❑ Keeping a job
(24) ❑ Getting a better or different job
(25) ❑ Living arrangements
(26) ❑ Daily living skills
(27) ❑ Leisure
(28) ❑ Transportation
(29) ❑ Academic skills
(30) ❑ Study skills
(31) ❑ Financial planning/support/money management
(32) ❑ Social competency/social skills/social acceptance
(33) ❑ Acceptable behavior/self control
(34) ❑ Self advocacy, being responsible, adjusting to change
(35) ❑ Integration/participation in post-secondary education
(36) ❑ Integration/participation in community
(37) ❑ Guardianship
(38) ❑ Health

Interviewer comments: _____

_____

_____

End of Interview:

Interviewer fill out remaining section.

continued next page

24. Was a referral made or any information or suggestions given to the individual at the time of the interview in the following areas? (Check all that apply)

(39) ❑ Vocational skills, general
(40) ❑ On the job experience or training
(41) ❑ Work habits and attitudes
(42) ❑ Obtaining a job
(43) ❑ Keeping a job
(44) ❑ Getting a better or different job
(45) ❑ Living arrangements
(46) ❑ Daily living skills
(47) ❑ Leisure
(48) ❑ Transportation
(49) ❑ Academic skills
(50) ❑ Study skills
(51) ❑ Financial planning/support/money management
(52) ❑ Social competency/social skills/social acceptance
(53) ❑ Acceptable behavior/self control
(54) ❑ Self advocacy, being responsible, adjusting to change
(55) ❑ Integration/participation in post-secondary education
(56) ❑ Integration/participation in community
(57) ❑ Guardianship
(58) ❑ Health

Interviewer comments (Provide specific information if referral(s) made): _____

_____

_____

_____

_____

25. Was information or referral in any of the following areas expressed as needed by the individual but <u>not</u> available (so no assistance or information could be given). (Check all that apply)

(59) ❑ Vocational skills, general
(60) ❑ On the job experience or training
(61) ❑ Work habits and attitudes
(62) ❑ Obtaining a job
(63) ❑ Keeping a job

continued next page

(64) ❑ Getting a better or different job

(65) ❑ Living arrangements

(66) ❑ Daily living skills

(67) ❑ Leisure

(68) ❑ Transportation

(69) ❑ Academic skills

(70) ❑ Study skills

(71) ❑ Financial planning/support/money management

(72) ❑ Social competency/social skills/social acceptance

(73) ❑ Acceptable behavior/self control

(74) ❑ Self advocacy, being responsible, adjusting to change

(75) ❑ Integration/participation in post-secondary education

(76) ❑ Integration/participation in community

(77) ❑ Guardianship

(78) ❑ Health

Interviewer comments: _____

_____

_____

Other positive or need comments from individual interviewed that you think pertinent for Transition Advisory Committee or school personnel to be aware of: _____

_____

_____

_____

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Notes

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